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GUIDE

الصف الثالث الثانوي
الفصل الدراسي الأول

English

By a group of supervisors

& THE COUNT OF
MONTE CRISTO

FREE
PART



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AL TALABA BOOKSTORE

For printing, publication & distribution

El Faggala - Cairo - Egypt

Tel.: 02/ 259 340 12 - 259 377 91

www.gpseducation.com

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PART

1

The Count of Monte Cristo

By : Alexandre Dumas



Main Characters



Edmond Dantès
(The Count of Monte Cristo)



Fernand Mondego



Mercédès



Danglars



Gérard de Villefort

Characters List

قائمة الشخصيات

Edmond Dantès / The Count of Monte Cristo	A young sailor betrayed by friends, wrongfully imprisoned, and later transformed into a powerful count seeking justice and revenge.
Mercédès	Edmond's true love, who marries Fernand after Edmond's imprisonment.
Fernand Mondego	Edmond's rival, who betrays him and marries Mercédès; later becomes a rich and powerful but dishonorable man.
Danglars	The greedy banker who conspires against Edmond.
Ville fort	The ambitious prosecutor who sends Edmond to prison to protect his own career.
Caderousse	A neighbor and false friend, guilty of cowardice and betrayal.
Maximilien Morrel	The loyal son of Edmond's old employer, who represents hope and honor.
Valentine Ville fort	Ville fort's innocent daughter, victim of poison plots, and true love of Maximilien.
Haydée	The daughter of Ali Pasha, saved by Edmond, who becomes his companion at the end.

مكان وزمان القصة

Setting

The story takes place in the early 19th century, in **Marseilles, France, Italy, the Château d'If**, and the island of **Monte Cristo**.



I VOCABULARY

accusation (n)	اتهام	malice (n)	حققد / خبث
anchor (ed) (v)	يرسو	mate (n)	مساعد قبطان
betrothal (n)	خطوبة	modestly (adv)	بتواضع
bitterness (n)	مرارة	dock (n)	رصيف بحري / مرسى
bravery (n)	شجاعة	poverty (n)	فقر
cargo (n)	حمولة / شحنة	prosecutor (n)	مدعى عام
celebrate (d) (v)	يحتفل	purser (n)	أمين صندوق السفينة
clench (ed) (v)	يقبض على	sparkle (d) (v)	يتلألأ / يلمع
command (n)	قيادة / أمر	traitor (n)	خائن
confidently (adv)	بثقة	seize (d) (v)	يمسك بقوة
confirm (ed) (v)	يؤكد	wages (n)	أجور
embrace (d) (v)	يعانق	wisdom (n)	حكمة
envious (adj)	حسود	humiliation (n)	إذلال / إهانة
faithfully (adv)	بإخلاص / بوفاء	impress (ed) (v)	يبهر
gangplank (n)	لوح الصعود للسفينة	insufferable (adj)	لا يطاق
gravely (adv)	بشكل خطير	jealousy (n)	غيرة
eager (adv)	متحمس / متشوق	deck (n)	سطح السفينة
innocent (adj) (n)	غير مذنب / برىء	doubt (ed) (v)	شك
tremble (d) (v)	يرتجف / يرتعش	accuse (d) (v)	يتهم
mutter (ed) (v)	يتذمر / يهمس	revenge (n)	انتقام

Definitions تعريفات

cargo	goods carried by a ship	شحنه/حموله
helm	the wheel or position used to steer a ship	عجله قياده او جهاز التحكم في السفينه
loyal	faithful and true in friendship or duty	مخلص
burden	something difficult that causes worry	عبء/حمل
shore	land at the edge of the sea	شاطئ

II CHAPTER ONE IN POINTS

Arrival at Marseilles

1. Edmond Dantès returned to Marseille at the age of nineteen after a successful voyage on the Pharaon.
2. When the captain died, Edmond took command and skillfully brought the ship home.
3. At the port, he was welcomed joyfully by his father and his fiancée Mercédès.
4. Monsieur Morrel praised him and promised to make him the new captain of the ship.
5. His father felt great pride, while Mercédès dreamed of a happy future with him.
6. Fernand, who loved Mercédès, burned with jealousy at her choice of Edmond.
7. Danglars also envied Edmond because he was promoted above him.
8. Visiting his father, Edmond learned that he had lived in poverty while repaying a debt.
9. Edmond gave him his wages and promised to care for him from then on.
10. He and Mercédès planned to marry soon and looked forward to a bright future.
11. Meanwhile, Fernand and Danglars secretly met to plan against Edmond.
12. They wrote a false letter accusing him of carrying messages for Napoleon.
13. During Edmond's betrothal feast, soldiers arrested him, destroying his happiness.

III TEXT OF CHAPTER ONE

The Arrival at Marseilles

A Young Sailor's Fortune

Edmond Dantès stood proudly at the front of the ship Pharaon as it entered the port of Marseille. The wind pushed the sails, the sea sparkled in the sunlight, and sailors hurried across the deck. For Edmond, this was not just another journey; it was the beginning of a new life. He was only nineteen years old, but already the first mate of one of the finest ships of his company. His heart was full of hope and dreams, for he carried good news for both his employer and his family.

The Pharaon had sailed from Smyrna, then stopped in Naples, and was finally returning to Marseille. On the voyage, the ship's captain had fallen gravely ill.

Edmond, young and ambitious, had taken command. He navigated storms, negotiated with traders, and brought the ship safely home with its cargo untouched. His skill and bravery impressed everyone on board. Even the old sailors, who at first had doubted him, now spoke of him with respect.

As the ship neared the dock, a small crowd gathered to welcome it. Merchants, port workers, and families waited impatiently. Edmond felt his heart beat faster, **1** for among the crowd stood the two people he loved most : his father, an old man who had given everything for his son, and Mercédès, the beautiful young woman who was promised to him.

The ship anchored, and Edmond gave sharp, confident orders. "Lower the sails! Prepare the ropes! Secure the cargo!" His voice carried across the deck, and the sailors obeyed with speed. When the gangplank was lowered, Edmond ran down, eager to embrace his father and Mercédès. His father held him tightly, tears in his eyes. Mercédès smiled, her dark hair shining in the sunlight, her eyes full of love.

"Edmond," she whispered, "you are safe. I prayed for you every day".

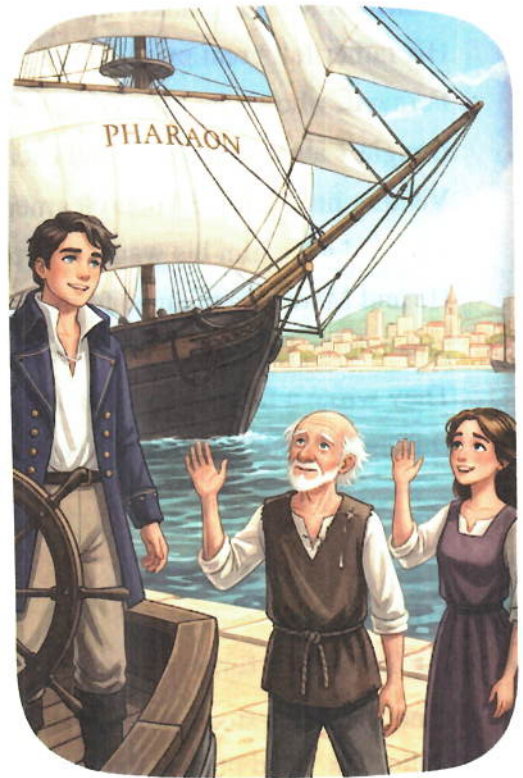
"I am safe, and more than that," Edmond replied. "I bring good news. The captain has died, but the owner, Monsieur Morrel, has promised to make me captain of the Pharaon. At nineteen, I shall have my own command!"

His father's hands trembled as he held him. "Captain! My son, you make me proud. Your mother would have been proud too".

Mercédès lowered her eyes modestly, though joy filled her heart. To be the wife of a captain meant security and honor. She dreamed of a small home near the sea, children playing by the shore, and a future bright with happiness.

Suggested Questions

- 1 How did Edmond feel when the ship came near the port ?



Monsieur Morrel soon appeared, a wealthy merchant with a kind smile. He greeted Edmond warmly and confirmed the promise. “You have shown courage and wisdom beyond your years. The Pharaon is yours to command Edmond. Serve me faithfully, and you shall rise even higher”.

The crowd cheered, and Edmond felt as if the whole world celebrated with him. Yet, while most smiled, not every face was full of joy. Hidden among the crowd was Fernand Mondego, a fisherman from Catalonia. He stood silently, his fists clenched, his eyes burning with jealousy. For Fernand loved Mercédès too, and he had long dreamed of marrying her. But she had chosen Edmond, and Fernand’s heart was filled with anger and envy.

Another man, Danglars, the ship’s purser, also looked at Edmond with bitterness. During the voyage, Edmond had been promoted above him, and Danglars could not forgive this humiliation. To see a nineteen-year-old boy given the command of the Pharaon was, for him, an insult. His lips curled into a thin smile as he muttered to himself, “Captain Dantès ... we shall see how long that lasts.”

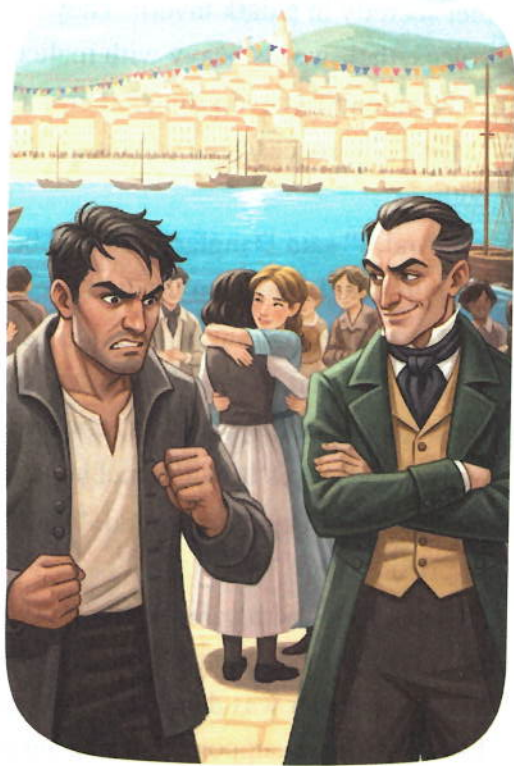
Unaware of the hatred growing around him, Edmond walked proudly through the streets of Marseille with his father and Mercédès at his side. They visited his father’s small home, where Edmond discovered a painful truth: his father had lived in poverty while he was away. **2**

Out of duty, the old man had repaid a debt of money that Edmond owed to a neighbor, leaving himself almost nothing to eat. Edmond was heartbroken, but he quickly gave his father all the wages he had earned. “From now on, you will want for nothing,” he promised.

The evening brought more joy. Edmond and Mercédès walked along the shore, speaking of their future. The sea breeze touched their faces, and the horizon seemed to promise endless possibilities. They planned to marry as soon as possible. Mercédès leaned on Edmond’s arm and whispered, “I wish this happiness could last forever.”

“It will,” Edmond answered confidently. “Nothing can take it from us.”

But fate had other plans.



• Suggested Questions •

- 2 What did Edmond discover when he arrived at his father's home ?

The Seeds of Betrayal

While Edmond celebrated, Danglars and Fernand met secretly in a dark tavern. They spoke in low voices, their words heavy with malice. **3**

“Edmond has everything,” Fernand hissed.

“Mercédès, success, the captaincy. While I – who has loved her since childhood – am left with nothing”.

“And, I” said Danglars, “should be purser, second only to the captain. Instead, this boy takes the command, and I am forced to serve under him. His good fortune is insufferable.”

The two men drank coffee, their eyes filled with hatred. It was then that Danglars suggested a plan. “What if Edmond were accused of being a traitor ? What if someone wrote a letter to the authorities, claiming he carries messages from Napoleon’s supporters?”

Fernand’s eyes lit with cruel hope. “If he is arrested, he will lose Mercédès. She will be mine.”

“Exactly,” Danglars agreed. “And I shall have my revenge. He will never be captain if he is in prison”.

That night, with careful handwriting, Danglars composed a letter. It accused Edmond Dantès of carrying a secret letter from Napoleon Bonaparte to his followers in Paris. The accusation was false, but it was dangerous. The government feared Napoleon, who had been exiled but still had many loyal supporters. To be suspected of helping him was enough to destroy a man’s life.

When the letter was finished, Fernand delivered it to the local prosecutor. With that single act, Edmond’s future was poisoned.

Celebration and Shadows

The next day, Edmond’s friends gathered for his betrothal feast. Laughter filled the air, music played and tables were heavy with food and drinks. Mercédès wore a simple white dress, her face glowing with happiness.

Cheers answered him and for a moment, all seemed perfect.

But outside, in the shadows, soldiers approached. At the height of the celebration, the door opened and an officer entered with cold authority.

“Edmond Dantès?” he asked.

“Yes,” Edmond replied, surprised.

“You are under arrest by order of the king’s prosecutor.”

Suggested Questions

- 3** What did Danglars and Fernand do while Edmond celebrated ?

The room fell silent. Mercédès gasped, Edmond's father trembled and Edmond himself stood frozen with shock. ⁴ He had done nothing wrong, yet strong hands seized him and led him away.

The feast ended in confusion and sorrow. Mercédès cried out, "There must be a mistake ! Edmond is innocent !" But her words were useless. The trap had closed, and Edmond's bright future was already slipping into darkness.

Suggested Questions

- 4 What happened when the officer entered the celebration of Edmond's betrothal ?

IV QUESTIONS & ANSWERS

SB & El-Moasser Exercises

1. Why was Edmond respected by the crew after the captain's death?

(58)

- لماذا كان "Edmond" محل احترام الطاقم بعد وفاة القبطان؟

- Because he safely guided the ship through storms and completed the voyage successfully.

- لأنه قاد السفينة بأمان عبر العواصف وأكمل الرحلة بنجاح.

2. How does the arrival at Marseilles set the stage for both hope and danger in Edmond's life?

(58)

- كيف مهد الوصول إلى "Marseilles" الطريق لكل من الأمل والخطر في حياة "Edmond" ؟

- It brings him joy with his father and fiancée, but also jealousy and betrayal from others.

- لأنه جلب له الفرح مع والده وخطيبته، لكنه جلب أيضًا الحسد والخيانة من الآخرين.

3. How would you describe the beginning of the story? Was it happy or ominous? Why?

- كيف تصف بداية القصة؟ هل كانت سعيدة أم مشؤومة؟ ولماذا؟

- It was happy because Edmond returned safely, was loved by Mercédès, and promised to be captain.

- كانت سعيدة لأن إدمون عاد سالمًا، وكان محبوبًا من "Mercédès"، ووعد أن يصبح قبطانًا.

4. Why do you think Monsieur Morrel trusted Edmond and promised him the captaincy?

- لماذا تعتقد أن "Monsieur Morrel" وثق في "Edmond" ووعدته بالقيادة؟

- Because Edmond showed courage, skill, and responsibility during the voyage.

- لأنه أظهر شجاعة ومهارة ومسؤولية أثناء الرحلة.

5. The relation between Edmond and his father was touching. Do you agree or not? Why?

- كانت العلاقة بين "Edmond" ووالده مؤثرة. هل توافق أم لا؟ ولماذا؟

- Yes, Edmond loved his father deeply and gave him all his wages to save him from poverty.

- نعم، أحب "Edmond" والده كثيرًا وأعطاه كل أجره لينقذه من الفقر.

6. "Lower the sails! Prepare the ropes!" What does this show about Edmond's character?

- «أنزلوا الأشرعة! حضروا الحبال!» ماذا يوضح هذا عن شخصية "Edmond" ؟

- It shows he was confident, responsible, and respected by the sailors.

- يوضح أنه كان واثقًا ومسؤولًا ويحظى باحترام البحارة.

7. What is your impression of Monsieur Morrel ?

- ما انطباعك عن السيد "Monsieur Morrel" ؟

- He was kind, generous, and appreciated Edmond's efforts.

- كان طيبًا وكريمًا ويقدر جهود "Edmond".

8. Do you think Edmond's loyalty to his captain was more important than reaching his family quickly? Why or why not? (SB)

- هل تعتقد أن ولاء "Edmond" لقبطانه كان أهم من وصوله سريعًا إلى عائلته؟ لماذا أو لماذا لا؟

- Yes, because loyalty and duty gave him honor, which later earned him trust.

- نعم، لأن الوفاء والواجب منحه شرفًا، وهذا أكسبه الثقة لاحقًا.

9. Why do you think Fernand envied Edmond? "Edmond" حسد "Fernand"؟

- Because he loved Mercédès, but she chose Edmond.

- لأنه كان يحب "Mercédès"، لكنها اختارت "Edmond".

10. Why do you think Danglars hated Edmond? "Danglars" كره "Edmond"؟

- Because Edmond was promoted above him and became captain at only nineteen.

- لأن "Edmond" ترقى فوقه وأصبح قبطانًا وهو في التاسعة عشرة فقط.

11. If Edmond had not been promoted, would Danglars still hate him?

- لو لم تتم ترقية "Edmond"، هل كان "Danglars" سيكرهه أيضًا؟

- Maybe less, but he would still envy him because of Mercédès and his success.

- ربما أقل، لكنه سيظل يحسده بسبب "Mercédès" ونجاحه.

12. Fernand and Danglars both plotted against Edmond. In your opinion, who was more dangerous? Why? "Edmond" ضد "Danglars" و "Fernand" تآمر؟

- Danglars, because he created the plan and wrote the false letter.

- "Danglars"، لأنه ابتكر الخطة وكتب الرسالة الكاذبة.

13. How does the writer make the feast turn from joy to fear?

- كيف جعل الكاتب الاحتفال يتحول من فرح إلى خوف؟

- By bringing soldiers suddenly in the middle of the celebration.

- بإدخال الجنود فجأة في وسط الاحتفال.

Critical Thinking Questions & Suggested Answers

14. What can we guess about Edmond's personality from how he takes responsibility on the ship? (SB)

- ماذا يمكن أن نستنتج عن شخصية "Edmond" من تحمله المسؤولية على السفينة؟

- He was brave, ambitious, and capable of leadership even at a young age.

- كان شجاعًا وطموحًا وقادرًا على القيادة رغم صغر سنه.

15. If you were in Edmond's place, would you have acted differently with the ship and the crew? Explain. (SB)

- لو كنت مكان "Edmond"، هل كنت ستتصرف بشكل مختلف مع السفينة والطاقم؟ اشرح.

- No, because Edmond's leadership was the reason the ship and cargo arrived safely.

- لا، لأن قيادة "Edmond" كانت السبب في وصول السفينة والبضاعة بأمان.

16. What do you think of Edmond's father? Give reasons.

- ما رأيك في والد "Edmond"؟ أعط أسبابًا.

- He was loyal, selfless, and sacrificed his own comfort to pay a debt.

- كان وفيا و يتميز بنكران الذات وضحي براحته ليسدد دينًا.

17. Why do you think Danglars and Fernand wrote the false letter secretly, not openly?

- لماذا تعتقد أن "Danglars" و "Fernand" كتبوا الرسالة الكاذبة سرًا وليس علنًا؟

- Because they feared being discovered, and secrecy made the trap stronger.

- لأنهم خافوا أن يُكشف أمرهم، والسرية جعلت الفخ أقوى.

18. "Edmond's bright future slipped into darkness." Do you agree? Why?

- «انزلق مستقبل "Edmond" المشرق إلى الظلام.» هل توافق؟ ولماذا؟

- Yes, because he was arrested at the happiest moment of his life.

- نعم، لأنه اعتقل في أسعد لحظة من حياته.

19. The sea voyage represents more than travel. What might the sea symbolize for Edmond at this point in the story?

(SB)

- تمثل رحلة البحر أكثر من مجرد سفر. ما الذي قد يرمز إليه البحر لـ "Edmond" في هذه اللحظة من القصة؟

- It symbolizes freedom, opportunity, and the turning point of his destiny.

- يرمز إلى الحرية والفرص ونقطة التحول في مصيره.

20. How did luck and coincidence help Fernand and Danglars succeed in their plot?

- كيف ساعد الحظ والصدفة "Fernand" و "Danglars" في نجاح مؤامرتهم؟

- The letter reached the prosecutor quickly, and soldiers arrested Edmond during his feast.

- وصلت الرسالة بسرعة إلى المدعي، واعتقل الجنود "Edmond" أثناء حفله.

21. If the soldiers had known Edmond personally, would they still have arrested him? Why/Why not?

- لو كان الجنود يعرفون "Edmond" شخصيًا، هل كانوا سيعتقلونه أيضًا؟ لماذا/لماذا لا؟

- Yes, because they followed the prosecutor's orders, not personal feelings.

- نعم، لأنهم اتبعوا أوامر المدعي وليس مشاعرهم الشخصية.

22. If you were Mercédès, would you still believe Edmond is innocent? Why/Why not?

- لو كنت مكان "Mercédès"، هل ستظن أن Edmond براءة؟ ولماذا/لماذا لا؟

- Yes, because she knew his honesty and love.

- نعم، لأنها عرفت صدقه وحبه.

⊙ Answer the following questions :

1 SB Exercises

1. Why was Edmond respected by the crew after the captain's death?
.....
2. What can we guess about Edmond's personality from how he takes responsibility on the ship?
.....
3. How does the arrival at Marseilles set the stage for both hope and danger in Edmond's life?
.....
4. Do you think Edmond's loyalty to his captain was more important than reaching his family quickly? Why or why not?
.....
5. If you were in Edmond's place, would you have acted differently with the ship and the crew? Explain.
.....
6. The sea voyage represents more than travel. What might the sea symbolize for Edmond at this point in the story?
.....

2 El-Moasser Exercises

7. How does Edmond's behavior on the ship show that he was a natural leader? Give two reasons.
.....
8. Do you think Monsieur Morrel's decision to make Edmond captain was wise? Why/Why not?
.....

9. What does Mercédès' dream of a simple home by the sea reveal about her personality?

.....

10. Fernand loved Mercédès, yet she chose Edmond. How might this rejection have shaped Fernand's later actions?

.....

11. Danglars felt humiliated when Edmond became captain. What does this reveal about his character?

.....

12. Imagine Edmond had discovered his father's poverty earlier. How might he have acted differently?

.....

13. Why do you think Dumas described a joyful feast just before Edmond's arrest? Explain.

.....

14. How did the sudden arrest change the atmosphere of the betrothal feast?

.....

15. Do you think Edmond could have prevented his arrest? Why/Why not?

.....

16. If you were in Mercédès' place, how would you react to Edmond's arrest? Explain your answer.

.....



I VOCABULARY

astonishment (n)	دهشة / ذهول	seal (n)	ختم
cling / clung / clung (v)	يتشبث / يتعلق	shackled (adj)	مكبل بالأصفاد
collapse (d) (v)	ينهار	sincerity (n)	صدق / إخلاص
condemn (v)	يدين / يحكم على	treason (n)	خيانة عظمى
determination (n)	عزيمة / إصرار	treacherous (adj)	خائن
disbelief (n)	عدم تصديق	unshaken (adj)	ثابت / لا يتزعزع
drown (ed) (v)	يغرق / يطغى على (صوت)	mourning (n)	الحزن
exiled (adj)	منفى	pale (adj)	شاحب
fortress (n)	حصن / قلعة	plead (ed) (v)	يتوسل
garment (n)	ثوب / رداء	plotting (n)	تآمر
grief (n)	حزن / أسى	royalist (n)	ملكى (مؤيد للملكية)
infamous (adj)	سوء السمعة	ruin (ed) (v)	يدمر / يخرّب
interrogation (n)	استجواب	sacrifice (d) (v)	يضحى
bitter (adj)	ملئ بالمرارة	rival (n)	منافس / خصم
cloud (ed) (v)	يفسد / يحجب	pierce (d) (v)	يثقب / يخترق
rumor (ed) (v)	ينشر (شائعات)	despair (n)	يأس
bound (adj)	مقيد	study (n)	غرفة مكتب
politician (n)	سياسى	vanish(ed) (v)	يختفى / يتلاشى
scheme (n)	مؤامرة / خطة	cell (n)	زنازة

Definitions تعريفات

fiancé(e)	the person engaged to be married	خطيبة / خطيب
envy	feeling of jealousy about someone else's success	حسد
betrayal	breaking trust by being disloyal	خيانة
destiny	what is meant to happen in the future	مصير / قدر
ceremony	a formal public event	احتفال
affection	great liking or love for someone	مودّة / عاطفة / محبة

II CHAPTER TWO IN POINTS

A treacherous plot

1. Edmond's betrothal feast ended in silence and sorrow when he was suddenly arrested.
2. Mercédès clung Edmond's father, insisting that he was innocent and could not be kept away.
3. Danglars and Fernand secretly, celebrated, knowing their false scheme had succeed.
4. The letter they wrote delivered to Gérard de Ville fort, the ambitious deputy prosecutor of Marseille.
5. Ville fort read the letter accusing Edmond of carrying a secret message from Napoleon to Paris.
6. Although Edmond admitted carrying the letter, he explained it was only a duty to his dying captain.
7. When Ville fort opened it, he discovered it was addressed to his own father.
8. Ville fort decided to send Edmond to prison.
9. The people of Marseille were shocked, and Mercédès swore to wait for Edmond.
10. Ville fort burned the dangerous letter and whispered that Edmond must be sacrificed for his own future.
11. Soldiers carried Edmond to infamous Chateau d'If, where the iron doors closed on his freedom and dreams.

III TEXT OF CHAPTER TWO

A Treacherous Plot

The celebration of Edmond Dantès's betrothal had ended in shock and silence. The music had stopped, the sweets had turned bitter in the mouths of the guests, and Mercédès white dress, once a symbol of joy, now seemed like a garment of mourning. Edmond had been taken away by soldiers, accused of crimes he did not even understand.

Mercédès clung to Edmond's father, her face pale and wet with tears. 1 "They cannot keep him", she whispered. "Edmond is innocent. Everyone knows it".

Suggested Questions

- 1 What happened to Mercédès when Edmond was taken away?



The old man nodded, though his hands trembled. Yes, child, but envy is a cruel enemy. I fear something dark has been planned".

Indeed, outside the walls of their humble home, two men congratulated themselves in secret :

Danglars and Fernand. They had succeeded in their scheme, and now they waited for the storm to destroy their rival.

The Letter of Betrayal

The false letter, written by Danglars and delivered by Fernand, had been placed into the hands of Gerard de Ville fort, the deputy prosecutor of Marseille. Ville fort was a young man of ambition, eager to rise in government. He read the accusation carefully: Edmond Dantès, sailor of the ship Pharaon, carries a letter from Napoleon Bonaparte to his supporters in Paris.

At once, Ville fort's face darkened. Though many such letters had been rumored, this one carried danger. The country was ruled by King Louis XVIII, restored to the throne after Napoleon's defeat. Any hint of Bonapartist activity was treated as treason. To protect the king, men had been executed for far less.

"Bring this Edmond Dantès before me", Ville fort ordered. "We shall see what truth lies behind his smile."

Interrogation

Edmond was taken into a cold, stone room. His hands were bound, but his spirit was unbroken.

He stood tall before the deputy prosecutor, confused but not afraid.

"Monsieur Dantès," Ville fort began, "you are accused of carrying a letter from the exiled Emperor Napoleon to his supporters in Paris. What say you?"

Edmond's eyes widened with astonishment. "A letter? Yes, I was given a letter on the island of Elba by the dying captain of my ship. He begged me to deliver it, and I promised. I did not even read it. It was an act of duty, nothing more".

Ville fort leaned forward, his eyes sharp. "Do you know to whom this letter was addressed?"

"No monsieur," Edmond said honestly. "I only know it was to be delivered in Paris. I wished only to keep my word to my captain. I am a sailor, not a politician."

The sincerity in Edmond's voice would have touched any fair-hearted judge. But Ville fort's ambition clouded his sense of justice. For when he broke the seal and read the letter, he discovered a terrible truth: it was addressed to a Bonapartist leader - his own father. If the letter became public Ville fort's family name would be ruined, and his career destroyed.

His heart pounded as he faced the young sailor. Here was a man innocent of plotting, yet carrying evidence that could bring shame upon him.

"You admit to carrying this letter?" Ville fort demanded.

"Yes", Edmond replied. "But I swear to you, I had no idea of its contents. I would gladly burn it if it causes harm."

Villefort studied Edmond for a long moment. He saw the honesty, the innocence, the youth. ² Part of him longed to release the boy and clear his name. But his ambition refused.

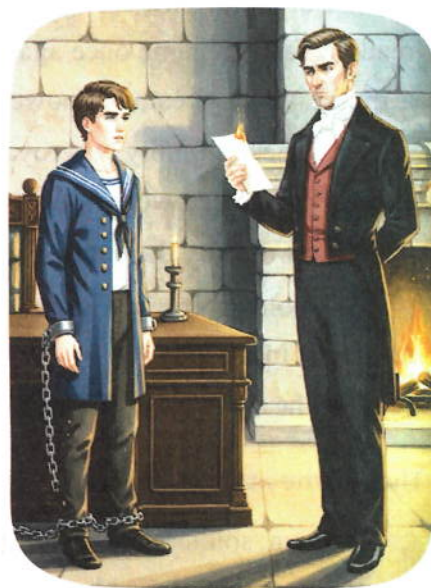
Villefort's voice grew cold. "Edmond Dantès, you have confessed to carrying a letter from the enemy of the king. For this, you are guilty of treason. Guards, take him to the Château d' If."

"No!" Edmond cried. "I am innocent! Please, listen to me!"

But his words were drowned by the clanging of the prison doors.

Suggested Questions

- ² What did Villefort see in Edmond when he studied him for a long moment?



Suggested Questions

- ³ What happened in Marseille when the news of Edmond's imprisonment spread?

Reactions in Marseille

When the news spread that Edmond had been imprisoned, shock and disbelief filled Marseille. ³ Mercédès refused to believe it. She went from door to door, pleading with officials, crying out that Edmond was no traitor. "He knows only ships, sails, and the sea." She said desperately.

But her cries fell on deaf ears. The government was afraid of Napoleon's return, and any man accused of serving him was guilty in their eyes.

Edmond's father grew weaker with grief. He had only his son in the world, and now even that comfort had been torn from him. He sat for hours by the window, staring at the sea, whispering Edmond's name.

Meanwhile, Danglars and Fernand celebrated quietly. Danglars smiled to himself, imagining the Pharaoh under his influence now that Edmond was gone. Fernand, though, cared only for Mercédès. He visited her daily, pretending to comfort her, but secretly hoping her despair would push her into his arms. Yet each time, Mercédès turned away, her loyalty to Edmond unshaken.

"I will wait for him," she said firmly. "If he is in prison for a hundred years, still I will wait."
Her words cut Fernand's heart like a knife.

Ville fort's Secret

Late at night, Ville fort sat in his study, the letter spread before him. His hands shook as he read his father's name once again. If the king discovered that Gérard de Ville fort's father was a traitor, all his dreams of power would collapse.

His fiancée's family was royalist, his own career depended on loyalty to the crown. Everything he had worked for could vanish in an instant.

"I must destroy this letter," Ville fort muttered.

With cold determination, he threw the letter into the fire. The flames consumed the paper, turning it into ash.

Then he whispered, "Farewell, Edmond Dantès. You are sacrificed for my future."

The Journey to the Château d'If

At dawn, soldiers dragged Edmond from his cell. Shackled and pale, he was pushed into a small boat that carried him across the waters of Marseille. He looked desperately at the city—the port where he had dreamed of being captain, the house where his father waited, the streets where he had walked with Mrecèdes. Every sight pierced his heart like a blade.

"Where are you taking me?" he cried.

"To the Château d'If, "one guard replied grimly.

Edmond's blood turned cold. The Château d'If was a fortress-prison built on a rocky island, infamous for housing traitors and prisoners. 4
Few who entered its gates ever returned.

Suggested Questions

4 What was the the Château d'If?

As the boat approached the dark stone walls rising from the sea, Edmond's spirit sank. He stretched out his hands toward the city, shouting, "Mrecèdes! Father! Help me!" But no voice answered, only the crash of the waves against the rocks.

As the iron doors, shut, he felt the world of freedom and love slip away, leaving only hollow pain within him.

The Plot Completed

Back in Marseille, Fernand and Danglars exchanged satisfied glances.

"Dantès is gone," Danglars said quietly. "The sea has swallowed him, though he lives still."

Fernand nodded, his eyes fixed on Mercédès from a distance. "Yes, gone. And now she will be mine."

But deep in his heart, he knew the truth : though Edmond was imprisoned, his spirit lived on in the heart of Mercédès, and no chains could break that bond.

IV QUESTIONS & ANSWERS

SB & El-Moasser Exercises

1. What event was being celebrated before Edmond's sudden arrest?

- ما الحدث الذي كان يُحتفل به قبل القبض المفاجئ على "Edmond" ؟

- احتفال خطوبة "Edmond" على "Mercédès".
- Edmond's betrothal celebration with Mercédès.

2. How did Mercédès react when Edmond was taken away by soldiers?

- كيف تفاعلت "Mercédès" عندما أخذ "Edmond" بعيدًا بواسطة الجنود؟

- She clung to Edmond's father, crying and insisting on his innocence.

- تشبثت بوالد "Edmond" وهي تبكي مؤكدة براءته.

3. Who were the two men secretly pleased with Edmond's misfortune?

- من هما الرجلان اللذان كانا مسرورين سرًا بمصيبة "Edmond" ؟

- Danglars and Fernand.
- "Fernand", "Danglars".

4. What were Edmond and Mercédès planning for their future?

(SB)

- ماذا كان يخطط "Edmond" و "Mercédès" لمستقبلهما؟

- They were planning to get married and begin a life together.
- كانا يخططان للزواج وبدء حياة معًا.

5. How can we tell that Fernand's feelings for Mercédès were more than friendship?

(SB)

- كيف يمكن أن نعرف أن مشاعر فرناند تجاه "Mercédès" كانت أكثر من مجرد صداقة؟

- Because he visited her daily and secretly hoping to win her love.

- لأنه كان يزورها يوميًا وكان يأمل سرًا أن يكسب حبها.

6. How did Edmond explain his possession of the letter during the interrogation?

- كيف شرح "Edmond" حمله للرسالة أثناء الاستجواب؟

- He said it was a duty to his dying captain and that he never read it.

- قال إنه كان واجبًا لقبطان السفينة المحتضر ولم يقرأها قط.

7. What did Ville fort order the guards to do with Edmond?

- ماذا أمر "Ville fort" الحراس أن يفعلوا بـ "Edmond" ؟

- To take him to the Château d'If prison.

- أن يأخذه إلى سجن "Château d'If".

8. How did the citizens of Marseille respond to the news of Edmond's imprisonment?

- كيف تفاعل سكان مارسيليا مع خبر سجن "Edmond"؟

- They were shocked, but most remained silent out of fear.

- شعروا بالصدمة لكن معظمهم ظل صامتًا خوفًا.

9. How did Edmond's father cope with his son's imprisonment?

- كيف تعامل والد "Edmond" مع سجن ابنه؟

- He grew weaker with grief and sat staring at the sea whispering Edmond's name.

- ازداد ضعفًا من الحزن وجلس يحذق في البحر ويهمس باسم "Edmond".

10. What was Fernand's hidden intention while visiting Mercédès?

- ما النية الخفية لفرناند أثناء زيارته لـ "Mercédès"؟

- He hoped her despair would make her turn to him.

- كان يأمل أن يدفعها يأسها للجوء إليه.

11. Compare Edmond's hope with Fernand's jealousy. How do these two emotions create conflict? (SB)

- قارن بين أمل "Edmond" وغيرة "Fernand's". كيف تخلق هاتان العاطفتان صراعًا؟

- Edmond's hope for love and happiness clashed with Fernand's jealousy, creating betrayal and rivalry.

- أمل "Edmond" في الحب والسعادة، تصادم مع غيرة "Fernand". مما خلق خيانة وصراعًا.

12. What did Ville fort do with the letter in his study?

- ماذا فعل "Ville fort" بالرسالة في مكتبه؟

- He burned the letter in the fire.

- أحرق الرسالة في النار.

13. Why did Ville fort destroy the letter?

- لماذا دمر "Ville fort" الرسالة؟

- To protect himself from scandal and save his career.

- لحماية نفسه من الفضيحة وإنقاذ مسيرته.

14. How is the Château d'If described in the story?

- كيف وُصف سجن "Château d'If" في القصة؟

- As a dark fortress-prison on a rocky island, infamous for housing traitors.

- كحصن سجن مظلم فوق جزيرة صخرية سبى السمعة للإيواء الخونة.

15. How did Edmond feel on the boat to the Château d'If?

- كيف شعر "Edmond" على القارب في طريقه إلى "Château d'If"؟

- He felt desperate and cried for his father and Mercédès.

- شعر باليأس وصرخ منادياً على والده و "Mercédès".

16. What did Fernand realize at the end, despite Edmond's absence?

- ما الإدراك الذي توصل إليه "Fernand" في النهاية رغم غياب "Edmond"؟

- That Mercédès's heart still belonged to Edmond.

- أن قلب "Mercédès" ما زال ملكاً لـ "Edmond".

17. What did Danglars say after Edmond was imprisoned?

- ماذا قال "Danglars" بعد سجن "Edmond"؟

- He said the sea had swallowed him, though he still lived.

- قال إن البحر ابتلعته، وإن كان لا يزال حيًا.

Critical Thinking Questions & Suggested Answers

- 18. Do you think Edmond should have noticed Fernand's jealousy earlier? Why or why not? (5B)** هل تعتقد أن "Edmond" كان يجب عليه أن يلاحظغيرة "Fernand" في وقت مبكر؟ لماذا أو لماذا لا؟
- Perhaps yes, because Fernand's envy was clear, but Edmond was too trusting and focused on Mercédès. ربما نعم، لأنغيرة "Fernand" كانت واضحة، لكن "Edmond" كان واثقاً جداً ومنشغلاً بـ "Mercédès".
- 19. Imagine you are Mercédès. Would you trust Fernand as a friend after noticing his envy? Explain. (5B)** تخيل أنك "Mercédès". هل كنت ستثق بـ "Fernand" كصديق بعد ملاحظةغيرة؟ وضح.
- No, because envy shows dishonesty and hidden intentions. لا، لأن الحسد يظهر عدم الصدق والنوايا الخفية.
- 20. Weddings often symbolize unity and new beginnings. What does Edmond and Mercédès' planned wedding symbolize in this chapter? (5B)** غالباً ما يرمز الزواج إلى الوحدة والبدايات الجديدة. ماذا يرمز زواج "Edmond" و "Mercédès" المخطط له في هذا الفصل؟
- It symbolizes hope, love, and a promising future, which is destroyed by envy and betrayal. يرمز إلى الأمل والحب والمستقبل الواعد، والذي دمره الحسد والخيانة.
- 21. Do you think Edmond's decision to carry the letter without reading it was noble or naive? Why?** هل تعتقد أن قرار "Edmond" بحمل الرسالة دون أن يقرأها كان نبيلاً أم ساذجاً؟ ولماذا؟
- It was noble because he respected his captain's wish, but also naïve because he ignored the risks. كان نبيلاً لأنه احترم وصية قائد السفينة، لكنه كان ساذجاً لأنه تجاهل المخاطر.
- 22. In condemning Edmond, was Ville fort acting out of duty to the king or selfish ambition? Explain your view.** عندما حكم "Ville fort" على "Edmond"، هل كان بدافع الواجب تجاه الملك أم بدافع طموحه الشخصي؟ فسر رأيك.
- Ville fort acted from selfish ambition, as protecting himself and his career mattered more than justice. تصرف "Ville fort" بدافع الطموح الأناني، إذ كان حماية نفسه ومسيرته أهم من العدالة.
- 23. If you were Mercédès, would lifelong loyalty to Edmond be a strength or a weakness? Support your answer.** لو كنت مكان "Mercédès"، هل سيكون الوفاء الأبدى لـ "Edmond" قوة أم ضعفاً؟ ادعم إجابتك.
- It would be a strength, showing love and faithfulness in the face of despair. سيكون قوة، لأنه يظهر الحب والإخلاص في مواجهة اليأس.
- 24. Do you agree that envy and ambition were more dangerous to Edmond than visible enemies? Give reasons.** هل توافق أن الحسد والطموح كانا أخطر على "Edmond" من الأعداء الواضحين؟ أعط أسبابك.
- Yes, because hidden betrayal by supposed friends destroyed him more than open conflict could. نعم، لأن الخيانة الخفية من أصدقاء مزعومين دمرته أكثر مما كان يفعله عدو واضح.

© Answer the following questions :

1 SB Exercises

1. What were Edmond and Mercédès planning for their future?
.....
2. How can we tell that Fernand's feelings for Mercédès were more than friendship?
.....
3. Compare Edmond's hope with Fernand's jealousy. How do these two emotions create conflict?
.....
4. Do you think Edmond should have noticed Fernand's jealousy earlier? Why or why not?
.....
5. Imagine you are Mercédès. Would you trust Fernand as a friend after noticing his envy? Explain.
.....
6. Weddings often symbolize unity and new beginnings. What does Edmond and Mercédès' planned wedding symbolize in this chapter?
.....

2 El-Moasser Exercises

7. What event was being celebrated before Edmond's sudden arrest?
.....
8. Who were the two men secretly pleased with Edmond's misfortune?
.....
9. How did Edmond defend himself during the interrogation?
.....
10. What shocking truth did Ville fort discover in the letter?
.....

11. How did Mercédès react when Edmond was taken away by soldiers?

.....

12. Why did Ville fort destroy the letter?

.....

13. How is the Château d'If described in the story?

.....

14. What desperate words did Mercédès use to defend Edmond's innocence?

.....

15. Do you think Edmond was wise to carry the letter without reading it? Why or why not?

.....

16. How did Edmond's father cope with his son's imprisonment?

.....

17. Do you think Mercédès's loyalty to Edmond is a strength or a weakness? Why?

.....

18. How do envy and ambition contribute to Edmond's downfall more than open enemies?

.....

19. Where did the soldiers take Edmond at dawn ?

.....

20. Who begged Edmond to deliver the letter ?

.....

21. Where was the letter supposed to be delivered ?

.....

I VOCABULARY

abandon (v)	يتخلى عن / يهجر	gaze (d) (v)	يحدق / يتأمل
accuse (d) (v)	يتهم	grief (n)	حزن / أسى
accusations (n)	اتهامات	haunt (ed) (v)	يطارد / يلزم
barred (adj)	مُغلق بالقضبان	innocence (n)	براءة
beg (ged) (v)	يتوسل / يستعطف	innocent (adj)	برئ
betrayal (n)	خيانة / غدر	jealous (adj)	حسود / غيور
betrothal (n)	خطوبة / وعد بالزواج	invisible (adj)	غير مرئي
charity (n)	احسان / عمل خيري	jailer (n)	سجان
conspiracy (n)	مؤامرة	laughter (n)	ضحك
condemn (ed) (v)	يدين / يحكم على	loyalty (n)	ولاء / إخلاص
confession (n)	اعتراف	mercy (n)	رحمة
corridors (n)	ممرات	nightmare (n)	كابوس
criminal (n)	مجرم	obsession (n)	هوس / فكرة مسيطرة
cruelly (adv)	بقسوة	patterns (n)	انماط / نقوش
damp (adj)	رطب	pierce (d) (v)	يخترق / يثقب
deaf (adj)	أصم	prison cell	حجرة السجن
deceit (n)	خداع / مكر	plot (ted) (v)	يتآمر
denunciation (n)	إدانة علنية / إتهام على	promote (d) (v)	يرقى
disbelief (n)	عدم تصديق / دهشه كبيرة	purser (n)	أمين الصندوق / المسئول الإداري المالي
despair (n)	يأس	rejoice (d) (v)	يشعر بالارتياح
drain (ed) (v)	يستنزف	remain (ed) (v)	يبقى / يظل
dying (adj)	يحتضر / على فراش الموت	rewards (n)	مكافآت
etched (v)	محدد بوضوح / محفور في الذاكرة	scratching (n)	خدش
evidence (n)	دليل / برهان	secure (d) (v)	يؤمن / يضمن
faint (adj)	خافت / ضعيف	shrug (ged) (v)	يهز كتفيه
fortress (n)	حصن / قلعة	suffering (n)	معاناة
his heart froze	توقف قلبه من الصدمة	take root	يترسخ / يثبت
treacherous (adj)	خائن / غادر	terror (n)	رعب

proof (n)	دليل / اثبات	deaf ears	أذن صماء
treason (n)	خيانة (الوطن)	carry no weight against	لا تحمل أى تأثير ضد
twisted into	ثم تحريفه إلى	removed from command	أُبعد من منصبه القيادي
feast (n)	حفل / وليمة	relieve (d) (v)	يستريح
interrogation (n)	استجواب / تحقيق	waste your youth	تضيعين شبابك
deputy prosecutor	نائب المدعى العام / وكيل النيابة	filled with fire	ملئ بالغضب
torn between	ممزق بين خيارين	stab (bed) (v)	يطعن
reveal (ed)	يفشى / يكشف عن	fed his anger	زادت من غضبه
collapse (d) (v)	يسقط / يتدهور	rot (v)	يتعفن
swear (v)	يحلف / يقسم	youthful (adj)	ملئ بالحيوية والشباب
tavern (n)	حانة	cracks (n)	شقوق / تصدعات
pity (ied) (v)	يشفق على	pound against	يرتطم بشدة فى
desperate (adj)	يائس	his frail heart gave out	قلبه الضعيف توقف
official (adj)	مسنول حكومى	torture (n)	عذاب
traitor (n)	خائن	constantly (adv)	بإستمرار
plead (ed) (v)	يتوسل / يتضرع	vigilance (n)	يقظه / انتباه

2 Definitions تعريفات

treason	the crime of betraying one's country	خيانة عظمى
conspiracy	a secret plan to do something unlawful or harmful	مؤامرة
denunciation	a public condemnation of someone or something; the act of informing against someone	إتهام / إدانة علنية
innocence	the state of being not guilty of a crime or offense	براءة
vigilance	the action or state of keeping careful watch for possible danger or difficulties	يقظة / حذر
accusation	the act of saying someone did something wrong	إتهام
evidence	information that proves something is true	دليل
arrest	the act of taking someone by law or force	يقبض على / قبض
deceit	the act of tricking or lying to others	خداع
suspicion	feeling that someone may be guilty	اشتباه
betray	to break trust by acting against	يخون

II CHAPTER THREE IN POINTS

Betrayal and Arrest

1. Edmond is locked away in a dark, cold cell in the fortress.
2. Back in Marseille, word spreads about his arrest.
3. Danglars and Fernand, accused Edmond of being a traitor.
4. His true friends, Mercédès and Monsieur Morrel, desperately try to help him.
5. They plead with officials, but no one will listen to them.
6. Edmond's father is left alone and poor without his son's help.
7. Overcome with sadness and grief, Edmond's father stops eating and dies.
8. In prison, Edmond feels completely hopeless and full of despair.
9. The jailers are cruel and just laugh when he says he is innocent.

III TEXT OF CHAPTER THREE

Betrayal and Arrest

The night of Edmond Dantès's arrest remained etched in the memory of all who had gathered to celebrate his betrothal. What should have been the happiest evening of his young life had become a nightmare. The music had stopped, the laughter had died, and soldiers had led him away as though he were a criminal. The faces of his father and Mercédès, full of terror and disbelief, haunted him as he sat alone in his cold prison cell.

Shadows of Conspiracy

Long before the soldiers had arrived, betrayal had already taken root. Danglars, the purser of the Pharaon, and Fernand, the jealous fisherman who desired Mercédès, had finished their treacherous letter of denunciation. Together they accused Edmond of being a traitor, secretly plotting against the country.

They had written with clever words, just enough truth to make the lie seem real. Edmond had indeed received a letter on the island of Elba, and he had promised his dying captain to deliver it. That innocent act of loyalty became twisted into proof of treason.

When the soldiers entered the feast, Edmond had no idea of the invisible web already closing around him.

The Interrogation

In the office of Gérard de Villefort, deputy prosecutor of Marseille, Edmond tried to explain himself. His voice was steady at first, confident in his innocence.

"I'm loyal to the king," he said. "I have never spoken with enemies. I am a sailor, monsieur, nothing more. I only carried out the final wish of my captain." 1

Suggested Questions

- 1 What did Edmond say at the office of Gérard de Villefort?

Villefort, however, was torn between duty and ambition. In his hand lay the very letter that condemned not only Edmond but also Villefort's own father. If the letter were revealed, his career would collapse, his future destroyed.

"You admit to carrying this letter?" Villefort pressed.

"Yes," Edmond answered honestly, "but I did not know what it contained. I swear it, monsieur." Villefort burned the letter in secret, protecting himself, but condemned Edmond aloud. "By your own confession, you carried a message from the enemy of the king. That is treason."

Edmond's heart froze. "But I am innocent!" he cried.

"Perhaps," Villefort replied coldly. "But the law does not ask for innocence. It asks for proof. And the proof condemns you."

The Arrest Confirmed

Back in Marseille, word spread quickly that Edmond had been taken to the Château d'If. People whispered his name in markets and taverns. Some pitied him, but others shrugged, saying, "Where there is smoke, there is fire."

Only those who truly loved him—his father, Mercédès, and Monsieur Morrel—refused to believe the accusations.

Mercédès, desperate, went to every official she could reach. "Edmond is no traitor," she pleaded. "His only love is the sea."

But her words met closed doors and deaf ears. No one dared question the orders of the prosecutor.

Morrel, Edmond's employer, went personally to the authorities, offering his word as a man of honor that Edmond was loyal. 2

Suggested Questions

- 2 What did Morrel do for Edmond?

Yet even his respected voice carried no weight against the written denunciation.

Enemies in the Shadows

While the innocent fought for Edmond, his enemies quietly rejoiced.

Danglars, relieved to see the young sailor removed from command, already dreamed of power within the company. "With Dantès gone, I can shape the future of the Pharaon as I please," he thought.

Fernand, meanwhile, turned his eyes to Mercèdès. He visited her often, pretending to be her comfort. "I know you suffer," he told her softly. "But Edmond is gone. They will not free him. You must not waste your youth in waiting."

But Mercèdès shook her head, her eyes filled with fire. "I belong to Edmond. Until the day he returns, I will not listen to another."

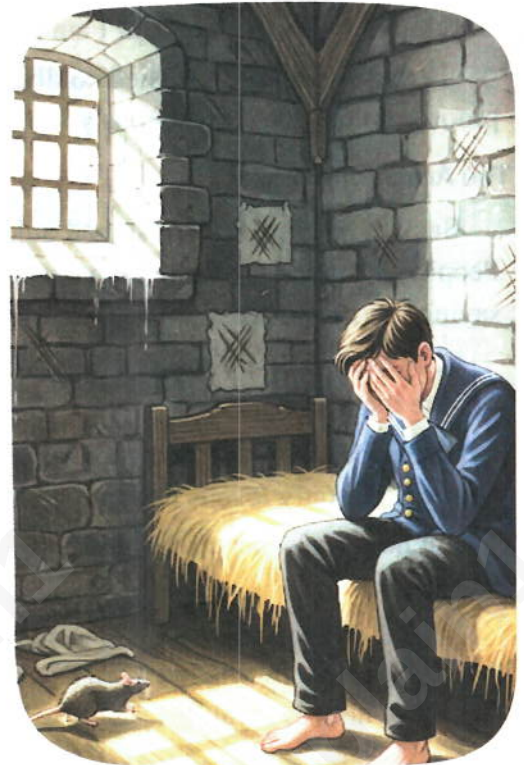
Her loyalty stabbed Fernand with pain, but also fed his anger. "Then let him rot in the Château d'If," he muttered to himself. "One day you will have no choice but to turn to me."

Life Behind Bars

In the Château d'If, Edmond experienced the slow death of hope. The prison was a fortress of stone, standing on a lonely island, its windows barred and its corridors damp with sea air.

When Edmond first arrived, he begged for mercy. "There is a mistake," he cried to the jailer. "I am innocent!"

The jailer laughed cruelly. "All here say the same, young man. Yet they remain." Edmond was dragged through a long corridor lit only by torches. The smell of salt and mildew clung to the air. Guards mocked him as they pushed him into a narrow cell with a straw bed, a broken jug for water, and walls damp with cold. "This is your palace, captain," one guard sneered. Edmond's heart sank. The word "captain," once a promise of honor, now sounded like an insult. He collapsed on the straw, covering his face with his hands. In a single day he had lost his freedom, his



father, his love, and his future. He cried out to the heavens, "Why am I here ? What crime have I committed?" But the stones gave no answer.

Days passed into weeks, weeks into months. Edmond's youthful energy drained away, replaced by despair. He counted the stones in his cell, traced patterns in the cracks of the wall, and listened endlessly to the sea pounding against the rocks outside.

At times he shouted his innocence into the darkness, but no one listened. His only visitors were the guards who brought him bread and water.

The Suffering of His Father

Back in Marseille, Edmond's father grew weaker each day. Without his son's support, the old man fell into poverty and despair 3 . He refused food, his only comfort the memory of Edmond's voice.

Morrel, kind-hearted and loyal, tried to help him, but grief was stronger than charity.

"Your son is innocent," Morrel told him. "I swear to you, I will not abandon him."

The old man squeezed his hand weakly. "Tell him ... tell my Edmond ... that I loved him". Soon after, his frail heart gave out, and he died alone, whispering his son's name.

Mercédès's Despair

For Mercédès, each day without Edmond was torture. She waited at the shore, gazing at the island prison across the water, as if her eyes could pierce the walls and reach him.

She prayed constantly for his return, refusing every suggestion that she should forget him. Her beauty and loyalty only increased Fernand's obsession. He promised himself that if Edmond never returned, Mercédès would one day be his, no matter the cost.

Ville fort's Ambition

Meanwhile, Gérard de Ville fort enjoyed the rewards of his betrayal. By sending Edmond to prison and destroying the letter, he had secured his position with the royalists. He was praised for his vigilance, promoted for his loyalty, and prepared for marriage into a powerful family.

Yet sometimes, late at night, he dreamed Edmond's face—honest, confused, and pleading.

Suggested Questions

- 3 What happened to Edmond's father after his son's imprisonment ?

IV QUESTIONS & ANSWERS

SB & El-Moasser Exercises

1. Why did the night of Edmond's betrothal turn into a nightmare?

- لماذا تحولت ليلة خطوبة (Edmond) إلى كابوس؟
- لأن الجنود جاءوا واعتقلوه أثناء الاحتفال.

2. How did the joyful feast suddenly change into fear?

- كيف تحول الاحتفال المبهج فجأة إلى خوف؟
- The music stopped, laughter ended, and soldiers entered to arrest Edmond.
- توقفت الموسيقى، وانتهى الضحك، ودخل الجنود لاعتقال (Edmond).

3. What haunted Edmond in his prison cell?

- ما الذي كان يطارده (Edmond) في زنزانه؟
- وجوه والده و (Mercédès) المليئة بالرعب.

4. Who were the men behind the treacherous letter?

- من هم الرجال الذين كتبوا الرسالة الخبيثة؟
- Danglars and Fernand.
- Fernand , Danglars

5. Why did the authorities believe the accusation?

- لماذا صدقت السلطات الاتهام؟
- Because the letter contained just enough truth to make the lie convincing.
- لأن الخطاب يحتوي على قدر من الحقيقة جعل الكذبة مقنعة.

6. How did Edmond defend himself before Ville fort?

- كيف دافع (Edmond) عن نفسه أمام (Ville fort)؟
- He said he was loyal to the king and only obeyed his captain's wish.
- قال إنه مخلص للملك ونفذ فقط وصية قائده.

7. Why did Ville fort burn the letter?

- لماذا أحرق (Ville fort) الرسالة؟
- To protect himself and his future.
- ليحمي نفسه ومستقبله.

8. What final judgment did Ville fort give to Edmond?

- ما الحكم النهائي الذي أصدره (Ville fort) ضد Edmond؟
- He declared him guilty of treason.
- أعلن أنه مذنب بالخيانة.

9. How did the people of Marseille react to Edmond's arrest?

- كيف تفاعل أهل مارسيليا مع القبض على (Edmond)؟
- Some pitied him, but others believed he was guilty.
- بعضهم أشفق عليه، لكن آخرين اعتقدوا أنه مذنب.

10. Who refused to believe the accusations?

- من الذي رفض تصديق الاتهامات؟
- His father, Mercédès, and Monsieur Morrel.
- والده (Monsieur Morrel , Mercédès).

11. What did Danglars hope to gain from Edmond's arrest?

- ماذا كان يأمل (Danglars) أن يكسب من القبض على (Edmond)؟
- He wanted to be the captain of the ship.
- أراد أن يصبح قبطان السفينة.

12. How did Mercédès respond to Fernand's words?

- كيف ردت (Mercédès) على كلمات (Fernand)؟
- She refused and said she belonged only to Edmond.
- رفضت وقالت إنها تخص (Edmond) فقط.

13. How did the jailer react when Edmond pleaded his innocence?

- كيف رد السجّان عندما توسّل (Edmond) براءته؟

He laughed cruelly and said all prisoners claim the same.

- ضحك بقسوة وقال إن كل السجناء يقولون الشيء نفسه.

14. How did Edmond spend his time in the cell?

- كيف قضى (Edmond) وقته في الزنزانة؟

By counting stones, tracing cracks, and listening to the sea. قام بعدّ الحجارة، وتتبع الشقوق، والاستماع إلى البحر.

15. What happened to Edmond's father after his son's arrest?

- ماذا حدث لوالد (Edmond) بعد القبض على ابنه؟

- He grew weaker, fell into poverty, and died of grief.

- ضعف وسقط في الفقر ومات من الحزن.

16. How did Mercédès cope with Edmond's absence?

- كيف واجهت (Mercédès) غياب (Edmond)؟

-She prayed every day and refused to forget him.

- كانت تُصلي يوميًا ورفضت أن تنساه.

Critical Thinking Questions & Suggested Answers

17. What does Fernand's and Danglars' betrayal tell us about their characters?

(5B)

- ماذا تكشف خيانة (Danglars, Fernand) عن شخصياتهما؟

They were jealous and selfish, willing to harm Edmond for personal gain.

- كانوا غيورين وأنانيين ومستعدين لإيذاء (Edmond) لمصالحهم الشخصية.

18. How does this chapter show the theme of trust and deceit?

(5B)

- كيف يُظهر هذا الفصل موضوع الثقة والخداع؟

Edmond trusted his friends, but they deceived him and caused his arrest.

- (Edmond) وثق بأصدقائه، لكنهم خدعوه وتسببوا في القبض عليه.

19. The chains placed on Edmond symbolize more than imprisonment. What do they represent about his life and freedom?

(5B)

- القيود الموضوعة على (Edmond) ترمز إلى أكثر من مجرد السجن. ماذا تمثل عن حياته وحرية؟

They represent the loss of his freedom, dreams, and trust.

- إنها تمثل فقدان حريته وأحلامه وثقته.

20. What does Ville fort's ambition reveal about his character?

- أنه فضّل النجاح على العدالة والضمير.

- ماذا يكشف طموح (Ville fort) عن شخصيته؟

-That he valued success over justice and conscience.

- أنه فضّل النجاح على العدالة والضمير.

21. Do you agree that envy and ambition were more dangerous to Edmond than visible enemies? Give reasons.

- هل توافق أن الحسد والطموح كانا أخطر على إدمون من الأعداء الواضحين؟ أعط أسبابك.

- Yes, because hidden betrayal by supposed friends destroyed him more than open conflict could.

- نعم، لأن الخيانة الخفية من أصدقاء مزعومين دمرته أكثر مما كان يفعله عدو واضح.

⊙ Answer the following questions :

1 SB Exercises

1. Why was Edmond arrested even though he was innocent?
.....
2. What does Fernand's and Danglars' betrayal tell us about their characters?
.....
3. How does this chapter show the theme of trust and deceit?
.....
4. Do you think the authorities acted fairly when they arrested Edmond? Why or why not?
.....
5. The chains placed on Edmond symbolize more than imprisonment. What do they represent about his life and freedom?
.....

2 El-Moasser Exercises

6. Why did the happiest night of Edmond's life turn into a nightmare?
.....
7. What haunted Edmond as he sat alone in prison?
.....
8. Who plotted Edmond's downfall by writing the letter?
.....
9. Why did the false accusation seem believable?
.....
10. How did Edmond describe himself in front of Ville fort?
.....

11. Why was Ville fort afraid of the letter?

.....

12. What decision did Ville fort make about Edmond?

.....

13. How did the people of Marseille react to Edmond's arrest?

.....

14. Who tried to defend Edmond publicly?

.....

15. What did Danglars hope to achieve by removing Edmond?

.....

16. How did Fernand try to take advantage of Mercédès's pain?

.....

17. How did Edmond spend his lonely days in prison?

.....





I VOCABULARY

Abbé (n)	أب / قس / لقب ديني	knowledge (n)	معرفة / علم
artifacts (n)	قطع أثرية	leap (v)	يقفز / يوثب
assure (d) (v)	يؤكد / يطمئن	miscalculate (d) (v)	يخطأ في الحساب
awe (n)	رهبة / مهابة	patiently (adv)	بصبر
blend (ed) (v)	يختلط / يمتزج	scholar (n)	عالم / باحث
companion (n)	رفيق / صاحب	scratching (n)	خدش
conceal (ed) (v)	يخفي / يستر	seizures (n)	نوبات مرضية
confess (ed) (v)	يعترف	sentinel (n)	حارس / خفير
clasp (ed) (v)	يتشابك / يمسك بقوة	stale (adj)	قديم / غير طازج
crawl (ed) (v)	يزحف	strategy (n)	استراتيجية
deliberate (adj)	متعمد / مدروس	suffer (ed) (v)	يعاني
disciplined (adj)	منضبط	surround (ed) (v)	يحيط بـ
dungeon (n)	زنازة تحت الأرض	tap (ped) (v)	ينقر / يطرق بخفة
prisoner (n)	سجين	treasure (n)	كنز
reborn (v)	ولد من جديد	tunnel (n)	نفق
resume (d) (v)	يستأنف	vast (adj)	شاسع / هائل
reveal (ed) (v)	يكشف عن	violent (adj)	عنيف
rhythm (n)	إيقاع	wisely (adv)	بحكمة
escape (d) (n/v)	هروب / يهرب	defy (ied) (v)	يتحدى
fate (n)	قدر / مصير	hunger (n)	الجوع
faint (adj)	خافت / ضعيف	greed (n)	جشع / طمع
fortune (n)	ثروة / حظ	gnaw (ed) (v)	يقضم / ينهش
gratitude (n)	امتنان / شكر	intelligence (n)	ذكاء / فطنة

Definitions تعريفات

suffer	to experience pain or hardship	يعاني
prisoner	a person kept in jail	سجين
endure	to continue through difficulty without giving up	يتحمل / يصمد / يستمر
scholar	a specialist in a particular branch of study	عالم / باحث
treasure	a quantity of precious metals, gems, or other valuable objects	كنز
wisdom	the quality of having experience, knowledge, and good judgment	حكمة
despair	great sadness and loss of hope	يأس

II CHAPTER FOUR IN POINTS

The Prison of Château d'If

1. The Château d'If was a dreaded fortress, and Edmond Dantès was thrown into it as if the gates had swallowed his life.
2. Days and nights in the prison blended together, and Edmond Dantès survived on stale bread and dirty water.
3. At first, Edmond Dantès dreamed of rescue, believing Monsieur Morrel or Mercédès might save him, but no one came.
4. The silence of the prison grew heavier, and the guards mocked Edmond Dantès whenever he shouted his innocence.
5. Hunger and loneliness filled Edmond Dantès with despair until he even thought of ending his life.
6. One night, a scratching sound from beneath the floor gave Edmond Dantès new hope, and he realized someone was digging nearby.
7. Edmond Dantès broke through the wall and met Abbé Faria, an old and wise prisoner.
8. Abbé Faria began teaching Edmond languages, history, philosophy, and science.
9. Through these lessons, Edmond Dantès grew stronger in mind and spirit, changing from a simple sailor into a scholar.
10. Abbé Faria shared his greatest secret with Edmond Dantès the story of a hidden treasure on the island of Monte Cristo.

III TEXT OF CHAPTER FOUR

The Prison of Château d'If

The Château d'If stood like a dark sentinel in the middle of the sea. Its heavy walls rose from the rocks, defying both waves and storms. To sailors it was a dreaded sight, for they knew it as a place of despair, where prisoners disappeared into silence and rarely returned. For Edmond Dantès, this fortress became his world. The iron gates had swallowed him, and now only damp stone and the sound of the sea surrounded him.

Days Without Hope

Time lost its meaning inside the prison. Day and night blended together, marked only by the arrival of stale bread and dirty water. Edmond counted the stones in his cell, traced the cracks with his fingers, and tried to measure time by the thin ray of light that slipped through the tiny window high above.

At first, he dreamed of rescue. He imagined that Monsieur Morrel would save him, that Mercédès would plead for him, that Ville fort would confess his mistake. But weeks turned into months, and no one came.

The silence of the prison began to crush his spirit. He shouted his innocence until his voice broke, but the guards only laughed. Sometimes they answered with cruel jokes: "Yes, yes, everyone here is innocent!"

Hunger gnawed at him, loneliness consumed him, and despair whispered dark thoughts into his ear. "Perhaps it is better to die," he told himself. He considered starving himself, ending his pain.

A Flicker of Life

One evening, as Edmond lay in hopeless silence, he heard it again: a faint, steady scratching sound. It seemed to come from beneath the floor, like claws against stone. At first, he thought it was rats, but the rhythm was too deliberate.

Edmond pressed his ear to the floor. The sound grew clearer. Someone was digging. **2**

His heart leapt. He tapped lightly on the stone with a piece of broken jug. The scratching stopped, then resumed more quickly, as if in answer. Edmond cried out with joy. He was not alone!

From that moment, hope returned to his soul.

Suggested Questions

- 2** What was the sound Edmond heard from beneath the floor ?

The Neighbor

Night after night, Edmond listened to the mysterious digging. Slowly, patiently, he began to loosen the stones in his own cell to help. He tore at the walls with his bare hands, using iron nails from his bed as tools. His fingers bled, but he felt alive again.

After weeks of effort, a small tunnel opened, and through the dust and darkness Edmond saw another human face. It was lined with age and wisdom, the eyes bright with intelligence.

"Who are you?" Edmond whispered.

"I am Abbé Faria," the man replied in a low voice.
"A prisoner, like you."

The two men reached out their hands and clasped them tightly. In that moment, Edmond felt reborn.



Abbé Faria

The old man explained how he had spent years trying to dig an escape tunnel. He had miscalculated and arrived at Edmond's cell instead of the outer wall. Yet he did not regret it, for now he had a companion.

Abbé Faria had been imprisoned for political reasons. He had served princes, kings, and ministers, but his intelligence made him dangerous to powerful enemies.

Yet instead of losing hope, the priest had turned his prison into a school. He had written books in his memory, solved problems in his head, and taught himself new sciences by sheer thought.

"You see, my son," he told Edmond, "a man may lose his freedom, but he must never lose his mind. That is the true prison."

Edmond listened with awe. He had been a sailor, skilled at reading the winds and the waves, but untrained in books. Now, locked in darkness, he found a teacher who could open doors in his mind wider than the ocean itself.

Edmond's heart filled with gratitude. "I thought I would die alone. You have saved me."

The abbé smiled kindly. "No, my son. Perhaps it is you who will save me. Together, we may yet find freedom."

Day after day, the two prisoners widened the passage, crawling through to spend hours together. The guards suspected nothing, for Edmond and the abbé were careful to hide their work.

Lessons in the Darkness

More than freedom, Abbé Faria gave Edmond something greater: knowledge.

The old man was a priest and a scholar, fluent in languages, skilled in mathematics, history, and philosophy. He had studied politics, science, and human nature. And now, in the silence of the prison, he shared his wisdom with Edmond. 3

Suggested Questions

- 3 What were Abbé Faria's different skills ?

"Since we cannot live free," the abbé said, "let us at least live usefully. Each day, I will teach, and you will learn."

So Edmond became his student. He learned Italian, English, and even some Arabic. He studied history and geography, science and strategy. His mind, once simple and youthful, grew sharp and disciplined.

"I entered this prison a sailor," Edmond thought, "but I will leave it a scholar."

The Story of the Treasure

One night, as the two men whispered in the tunnel, the abbé grew serious. "There is something more, Edmond, something I have never told another soul. If fate wills it, this secret may one day save you."

He leaned close and revealed the story of a vast treasure hidden on the island of Monte Cristo. He told of a map, of riches beyond imagination—gold, jewels, and priceless artifacts, concealed long ago by the Spada family.

At first, Edmond thought it was a dream. "Such a fortune cannot be real."

The abbé smiled. "I assure you, it is real. And if ever you escape this prison, the treasure shall be yours. Promise me that you will use it wisely, not for greed, but for justice."

Edmond's heart burned. For the first time since his arrest, he saw a future not as a broken prisoner, but as a man with power to change his fate.



Sickness and Despair

The abbé suffered from terrible seizures, violent fits that shook his body and left him weak for days. He knew his time was short.

"My dear Edmond," he whispered during one of these attacks, "if I die before we escape, the secret of the treasure is yours. Here, I have drawn the map. Take it. Remember Monte Cristo."

Edmond held his hand firmly. "No, father. You will live. Together we shall escape."

But in his heart he feared otherwise.

IV QUESTIONS & ANSWERS

SB & El-Moasser Exercises

1. What conditions did Edmond face inside Château d'If? (SB)

- ما الظروف التي واجهها "Edmond" داخل سجن "Château d'If"؟

- He faced cold, damp walls, little food, and cruel guards.
- واجه جدراناً باردة ورطبة، طعاماً قليلاً، وحراساً قساة.

2. How did the scratching sound change Edmond's feelings? "Edmond"؟

- It gave him new hope and courage.
- أعطاه أملاً جديداً وشجاعة.

3. How did education change Edmond's character?

- كيف غيرت المعرفة شخصية إدmond؟

- It made him intelligent, disciplined, and strong-minded.
- جعلته ذكياً، منظماً، وقوي الإرادة.

4. What did Abbé Faria give Edmond that was greater than freedom?

- ما الذي أعطاه الأب "Faria" لـ "Edmond" وكان أعظم من الحرية؟

- He gave him knowledge and wisdom.
- أعطاه المعرفة والحكمة.

5. What do the guards' cruel jokes reveal about their character?

- ماذا تكشف سخرية الحراس القاسية عن شخصياتهم؟

- They were heartless and enjoyed the suffering of others.
- كانوا بلا قلب ويستمتعون بمعاناة الآخرين.

6. What does the friendship between Edmond and the Abbé symbolize?

- ماذا يرمز إليه صداقة "Edmond" والأب "Faria"؟

- It symbolizes hope and the power of human connection.
- يرمز إلى الأمل وقوة الترابط الإنساني.

7. What promise did Abbé Faria ask from Edmond about the treasure?

- ما الوعد الذي طلبه الأب "Faria" من "Edmond" بخصوص الكنز؟

- To use it wisely for justice, not for greed.
- أن يستخدمه بحكمة من أجل العدالة وليس من أجل الطمع.

8. What lesson can students today learn from Edmond's story in this chapter?

- ما الدرس الذي يمكن للطلاب اليوم أن يتعلموه من قصة "Edmond" في هذا الفصل؟

- That knowledge, patience, and hope can change destiny.
- أن المعرفة والصبر والأمل يمكن أن يغيروا المصير.

Critical Thinking Questions & Suggested Answers

9. Why do you think sailors feared the Château d'If?

- لماذا تعتقد أن البحارة كانوا يخافون من سجن "Château d'If"؟

- Because it was known as a place where prisoners disappeared forever.
- لأنه كان معروفاً كمكان يختفي فيه السجناء إلى الأبد.

10. Why do you think Edmond considered starving himself?

- لماذا تعتقد أن "Edmond" فكر أن يترك نفسه يموت جوعاً؟

- لأنه فقد كل أمل في الحرية.

11. Do you think Edmond should accept his fate quietly or keep fighting for his freedom?

Explain.

(58)

- هل تعتقد أن "Edmond" كان عليه أن يقبل مصيره بهدوء أم يستمر في القتال من أجل حريته؟ أشرح.

- He should keep fighting because hope keeps him alive.

12. Why do you think Edmond felt reborn when he met Abbé Faria?

- لماذا شعر "Edmond" أنه ولد من جديد عندما قابل الأب "Faria"؟

- Because he was no longer alone.

13. Why do you think Abbé Faria shared the secret of the treasure with Edmond?

- لماذا تعتقد أن الأب "Faria" شارك سر الكنز مع "Edmond"؟

- Because he trusted him like a son.

14. If you were Edmond, what would you ask Abbe Faria first?

- لو كنت مكان "Faria"، ما أول سؤال ستطرحه على الأب "Faria"؟

- I would ask how long he had been in prison.

15. If you were Edmond, would you believe in the treasure? Why/Why not?

- لو كنت مكان "Edmond" هل كنت ستصدق وجود الكنز؟ لماذا/لماذا لا؟

- Yes, because the Abbé Faria was wise and honest.

16. If you were one of the guards, would you treat Edmond differently? Why/Why not?

- لو كنت واحداً من الحراس، هل كنت ستعامل "Edmond" بشكل مختلف؟ لماذا؟

- Yes, because kindness is better than cruelty.

17. What does Edmond's effort to loosen the stones show about him?

- ماذا يظهر جهد "Edmond" في تفكيك الحجارة عنه؟

- It shows he was determined and strong.

⊙ Answer the following questions :

1 SB Exercises

1. What conditions did Edmond face inside Château d'If?

.....

2. What does Edmond's survival in prison show about his inner strength?

.....

3. How does the prison setting increase the sense of injustice in the story?

.....

4. Do you think Edmond should accept his fate quietly or keep fighting for his freedom?
Explain.

.....

2 El-Moasser Exercises

5. How does the description of the Château d'If create a sense of fear?

.....

6. What symbols of despair can be found in Edmond's prison cell?

.....

7. Why do you think Edmond shouted his innocence even when no one listened?

.....

8. How does the silence of the prison affect Edmond's spirit?

.....

9. What is the importance of the scratching sound in giving Edmond hope?

.....

10. Why do you think the meeting with Abbé Faria was a turning point in Edmond's story?

.....

11. How does Edmond's education in prison prepare him for the future?

.....

12. What does the treasure symbolize for Edmond beyond money?

.....

13. How did Abbé Faria's sickness affect the bond between the two prisoners?

.....

احرص على اقتناء

كتاب EL-MOASSER

في اللغة الإنجليزية
للفصل الثالث الثانوي
الفصل الدراسي الثاني





I VOCABULARY

astronomy (n)	علم الفلك	interrogation (n)	استجواب
bond (n)	رابطة / صلة	justice (n)	عدالة / قضاء
betray (ed) (v)	يخون / يغدر	knowledge (n)	معرفة / علم
calculate (v)	يحسب	Latin (n)	اللغة اللاتينية
companion (n)	رفيق / صاحب	logic (n)	منطق
consume (d) (v)	يستهلك / يستنزف	mysterious (adj)	غامض
crawl (ed) (v)	يرحف	parchment (n)	رق / مخطوطة جلدية
cruel (adj)	قاس	patience (n)	صبر
destiny (n)	قدر / مصير	plot (n)	مؤامرة
deepen (ed) (v)	يعمق	promotion (n)	ترقية
despair (n)	يأس	punish (v)	يعاقب
escape (d) (v) (n)	يهرب / هروب	rage (n)	غضب شديد
examine (d) (v)	يفحص / يدقق	ray (n)	شعاع / بصيص
expose (d) (v)	يكشف / يفضح	recount (ed) (v)	يروى / يسرد
fade (d) (v)	يتلاشي / يذبل	ruin (n)	خراب / دمار
firm (adj)	ثابت / حازم	secret (n)	سر
fits (n)	نوبات (مرضية)	seize (d) (v)	يستولى - يصادر
fluency (n)	طلاقة	silence (d) (v)	يسكت / يخمد
freedom (n)	حرية	soar (ed) (v)	يرتفع / يحلق
geometry (n)	علم الهندسة	sorrow (n)	حزن / أسى
guidance (n)	إرشاد / توجيه	soul (n)	روح / نفس
hatred (n)	كراهية / حقد	imprisonment (n)	سجن / حبس

Definitions تعريفات

tunnel	a passage dug underground	نفق
wisdom	knowledge combined with good judgment	حكمة
companion	a close friend who shares time with you	رفيق
escape	the act of getting free from danger or prison	هروب
treasure	a secret or hidden collection of riches	كنز
guidance	advice or direction to help someone	إرشاد
knowledge	facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject	معرفة
justice	just behavior or treatment; the quality of being fair and reasonable	عدالة
vengeance	punishment inflicted or retribution exacted for an injury or wrong	انتقام

II CHAPTER FIVE IN POINTS

A Ray of Hope

1. Through a secret tunnel, Edmond reached Faria's cell and began studying languages such as Italian, English, Spanish, and Latin.
2. Faria guided Edmond through history and geography, drawing maps on the dusty floor to explain the rise and fall of nations.
3. Lessons in mathematics and astronomy taught Edmond to reason with logic, calculate distances, and measure the stars.
4. Over time, Faria became the father Edmond had lost, giving him love, patience, and guidance.
5. Together they uncovered the betrayal of Danglars, Fernand, and Ville fort, each driven by envy, desire, or ambition.
6. Faria reminded Edmond that wisdom and patience would lead to justice more surely than hatred or anger.
7. When Faria died, Edmond suffered sorrow but promised to escape, claim the treasure, and honor the memory of his teacher and father.

III TEXT OF CHAPTER FIVE

A Ray of Hope

Lessons in the Cell

The days passed quickly now. Each time the guards left, Edmond crawled through the hidden tunnel to the abbé's cell 1, where the old priest gave him lessons.

Suggested Questions

- 1 How did Edmond get to the abbé's cell?

They began with languages. The abbé taught him Italian, English, and Spanish. He showed him how to read and write better French, and even taught him Latin. Edmond repeated words until he could speak with fluency.

Then came history and geography. Faria traced maps of Europe on the dusty floor, explaining how nations rose and fell. He spoke of Rome, Greece, and the empires of the past. Edmond's imagination soared; though his body was trapped, his mind traveled across continents and centuries.

Mathematics followed-numbers, geometry, and astronomy. Edmond learned how to measure the stars, how to calculate distances, how to reason with logic.

"You see," said the abbé, "knowledge is power. If you escape this place, you will not be only a free man, but a man armed with wisdom."

The Father He Never Had

More than lessons, Abbé Faria gave Edmond something he had lost: a father.

"My poor father died alone while I was imprisoned," Edmond once said with sorrow.

The abbé placed a hand on his shoulder. "Then let me be your father now. God has sent us to each other in this place. You will be my son, and I will be your teacher."

From that moment, their bond deepened. Edmond found in the abbé not only knowledge, but love, patience, and guidance.



The Mystery of His Betrayal

With Faria's help, Edmond began to examine the events that had led to his imprisonment 2.

The abbé listened carefully as Edmond recounted his arrest, Ville fort's interrogation, and the mysterious letter.

The old priest's sharp mind connected the pieces.

"Do you not see?" he said. "It was not chance. It was a plot. Danglars, who envied your promotion to captain, and Fernand, who desired Mercédès, worked together to destroy you. Ville fort, fearing the letter would expose his own father's politics, silenced you. Each man had something to gain from your ruin."

Edmond's eyes widened. Until now, he had thought it was just a mistake. But hearing the priest's explanation, he understood the truth: he had been betrayed.

His heart burned with anger, but the abbé placed a firm hand on his arm.

"Do not let hatred consume you, my son. Knowledge and patience are stronger than rage. One day, justice will come, but it must be guided by wisdom."

The Abbé smiled. "Because I see in you a good heart. You were betrayed, yet you remain noble. God has chosen you for this destiny."

The Priest's Illness

But even as hope grew, Edmond noticed the abbé's health fading. Terrible fits seized him, leaving him pale and trembling. His strength weakened, and though he smiled bravely, Edmond saw fear in his eyes.

"Do not be afraid," Edmond said. "I will care for you as you cared for me."

The priest shook his head gently. "No, my son. My time will soon end. But your life is just beginning. You must prepare for freedom, and for the treasure."

He gave Edmond a small piece of parchment, carefully hidden in the lining of his clothes. On it was the secret map of Monte Cristo. Edmond pressed it to his heart.

The Escape Plan

Together they continued to dig. The tunnel grew longer, reaching toward the sea. They planned to escape side by side, swimming to the shore, then sailing away.

Suggested Questions

- 2 What was the first thing Edmond began to examine with the help of Faria?

But one night, as they worked, the abbé collapsed, gasping for breath. Edmond lifted him in his arms, but the priest's face was pale and his voice weak.

"My dear Edmond," he whispered, "if I die, promise me that you will not give in to despair. Live, escape, and use the treasure for justice, not for vengeance alone."

Edmond wept, but swore the promise.

Wisdom That Remains

The abbé knew the end was near. In his final days, he spoke not of riches, but of wisdom.

"Remember, my son," he said, "true greatness is not in wealth, but in how you use it. The world is full of men who destroy, but few who build. Be among the builders. Forgive when you can, but punish when you must. Above all, never lose your soul in the fire of revenge."

Edmond listened carefully, memorizing each word as if it were sacred scripture.

The Final Gift

At last, one quiet evening, Abbé Faria closed his eyes for the last time. His hand rested in Edmond's, his face peaceful.

Edmond knelt by his side, his heart breaking. "Father, teacher, friend-what will I do without you?"

Yet even in death, the old priest's presence remained. His lessons, his love, and his secret had transformed Edmond from a simple sailor into a man of learning, purpose, and destiny.

Edmond wiped his tears, clutching the map of Monte Cristo. "I will escape. I will live. And I will honor your name." 3

Suggested Questions

- 3 What was Edmond's promise to Abbé Faria after his death?

IV QUESTIONS & ANSWERS

SB & El-Moasser Exercises

1. Who does Edmond meet in prison and how does this change his life ?

(SB)

- من الذي قابل "Edmond" في السجن، وكيف غيّر هذا حياته ؟

- Edmond meets Abbé Faria, who becomes his teacher and changes his life with knowledge and hope.

- قابل "Edmond" الأب "Faria"، الذي أصبح معلمه وغيّر حياته بالعلم والأمل.

2. What languages did Edmond learn from Faria?

- He learned Italian, English, Spanish and Latin.

- ما اللغات التي تعلّمها "Edmond" من "Faria"؟

- تعلّم الإيطالية والإنجليزية والإسبانية واللاتينية.

3. How did Faria teach Edmond history and geography?

- Faria used maps and stories to teach Edmond.

- كيف قام "Faria" بتعليم "Edmond" التاريخ والجغرافيا؟

- استخدم "Faria" الخرائط والقصص لتعليم "Edmond".

4. What subjects did Edmond study after history and geography?

- He studied mathematics, geometry and astronomy.

- ما المواد التي درسها "Edmond" بعد التاريخ والجغرافيا؟

- درس الرياضيات وعلم الهندسة والفلك.

5. Why did Edmond feel sorrow about his real father ?

- He felt sorrow because his father died alone while Edmond was in prison.

- لماذا شعر "Edmond" بالحزن تجاه والده الحقيقي؟

- شعر بالحزن لأن والده مات وحيداً بينما كان "Edmond" في السجن.

6. What role did Faria decide to play in Edmond's life ?

- Faria decided to be Edmond's teacher, guide and father figure.

- ما الدور الذي قرر "Faria" أن يلعبه في حياة "Edmond" ؟

- قرر "Faria" أن يكون معلماً ومرشداً وأباً روحياً لـ "Edmond".

7. What three qualities did Edmond find in Faria besides knowledge ?

- He found wisdom, kindness and patience.

- ما الثلاث صفات التي وجدها "Edmond" في "Faria" إلى جانب المعرفة ؟

- وجد فيه الحكمة والطيبة والصبر.

8. Who were the three men responsible for Edmond's imprisonment ?

- Fernand Mondego, Danglars and Ville fort.

- من هم الثلاثة الذين كانوا مسؤولين عن سجن "Edmond" ؟

- "Ville fort" و "Danglars" و "Fernand Mondego".

9. What was each man's reason for betraying Edmond?

- Fernand wanted Mercédès, Danglars was jealous, and Ville fort wanted to protect his career.

- ما سبب كل واحد منهم في خيانة "Edmond"؟

- "Fernand" أراد الزواج من "Mercédès"، و "Danglars" كان غيوراً، و "Ville fort" أراد حماية منصبه.

10. How did Faria's explanation change Edmond's view of his imprisonment?

- Edmond began to see prison not only as punishment but also as a school of knowledge.

- كيف غيّر تفسير "Faria" نظرة "Edmond" إلى سجنه؟

- بدأ "Edmond" يرى السجن ليس فقط عقاباً بل مدرسة للمعرفة.

11. What secret did Faria reveal to Edmond?

- ما السر الذي كشفه "Faria" لـ "Edmond"؟

- He revealed the existence of a hidden treasure.

- كشف له عن وجود كنز مخفي.

12. Where was the treasure hidden?

- أين كان الكنز مخفياً؟

- The treasure was hidden on the island of Monte Cristo.

- كان الكنز مخفياً في جزيرة "Monte Cristo".

13. Why did Faria give the treasure to Edmond instead of keeping it for himself ?

- لماذا أعطى "Faria" الكنز لـ "Edmond" بدلاً من أن يحتفظ به لنفسه؟

- Because Faria knew he would die in prison and wanted Edmond to use it for justice.

- لأن "Faria" علم أنه سيموت في السجن وأراد أن يستخدمه "Edmond" للعدالة.

14. What important object did Faria give Edmond before he died?

- ما الشيء المهم الذي أعطاه "Faria" لـ "Edmond" قبل موته؟

- He gave Edmond the map to the hidden treasure.

- أعطى "Edmond" خريطة الكنز المخفي.

15. What promise did Edmond make to Faria before his death?

- ما الوعد الذي قطعه "Edmond" لـ "Faria" قبل وفاته؟

- Edmond promised to find the treasure and use it wisely.

- وعد "Edmond" أن يجد الكنز ويستخدمه بحكمة.

Critical Thinking Questions & Suggested Answers

16. What does Abbe Faria's decision to share his wisdom show about his character ?

(5B)

- ماذا يُظهر قرار "Faria" بمشاركة حكمته عن شخصيته؟

- It shows that he was generous, wise and cared about others.

- يُظهر أنه كان كريماً وحكيماً ويهتم بالآخرين.

17. "Knowledge is power." Do you agree with this idea? Explain with an example.

- "المعرفة قوة". هل توافق على هذه الفكرة؟ فسر مع إعطاء مثال.

- Yes, knowledge gives people the ability to change their life, like Edmond who gained strength through learning.

- نعم، فالمعرفة تمنح الناس القدرة على تغيير حياتهم، مثل "Edmond" الذي اكتسب القوة من خلال التعلم.

18. How did learning new sciences help Edmond forget the pain of prison ?

- كيف ساعد تعلم العلوم الجديدة "Edmond" على نسيان ألم السجن؟

- Studying kept his mind busy and gave him hope for the future.

- شغلت الدراسة عقله وأعطته الأمل في المستقبل.

19. Compare Edmond before and after meeting Abbé Faria. How does he change? (58)

- قارن بين "Edmond" قبل وبعد مقابلة الأب "Faria". كيف تغير؟

- Before Faria, Edmond was innocent and ignorant. After Faria, he became wise, educated and stronger.
- قبل "Faria" كان "Edmond" بريئاً وجاهلاً، وبعد "Faria" أصبح حكيمًا ومتعلمًا وأقوى.

20. Do you think Faria was like a father, or more like a teacher to Edmond? Justify.

- هل تعتقد أن "Faria" كان بمثابة أب، أم مجرد معلم "Edmond"؟ علل.

- He was both, because he gave Edmond knowledge like a teacher and care like a father.
- كان الاثنين معًا، لأنه أعطى "Edmond" العلم كمعلم والعناية كأب.

21. Do you agree that knowledge can be more valuable than freedom? Why or why not? (58)

- هل توافق أن المعرفة قد تكون أضمن من الحرية؟ لماذا أو لماذا لا؟

- Yes, because knowledge can prepare a person to gain freedom and use it wisely.
- نعم، لأن المعرفة تستطيع أن تجهز الإنسان ليحصل على الحرية ويستخدمها بحكمة.

22. If you were Edmond, would you follow Faria's advice to be patient, or would you seek revenge quickly? Why?

- لو كنت مكان "Edmond"، هل كنت ستتبع نصيحة "Faria" بالصبر، أم تسعى للانتقام السريع؟ ولماذا؟

- I would be patient, because careful planning leads to better justice.
- كنت سأكون صبورًا، لأن التخطيط الجيد يؤدي إلى عدالة أفضل.

23. The "ray of hope" symbolizes more than a chance of freedom. What does it mean for Edmond's soul and future? (58)

- إن «شعاع الأمل» يرمز لأكثر من مجرد فرصة للحرية. ماذا يعني بالنسبة لروح "Edmond" ومستقبله؟

- It means that Edmond's hope gave him inner strength, faith in justice, and a vision for a new life beyond prison.
- إنه يعني أن أمل "Edmond" منحه قوة داخلية، وإيمانًا بالعدالة، ورؤية لحياة جديدة بعد السجن.

24. If you had the treasure, how would you use it — for revenge, justice, or helping people?

- لو كان لديك كنز، كيف ستستخدمه — للانتقام، أم للعدالة، أم لمساعدة الناس؟ فسر اختيارك. **Explain your choice.**

- I would use it for justice and helping people, because that brings peace.
- كنت سأستخدمه للعدالة ومساعدة الناس، لأن ذلك يجلب السلام.

⊙ Answer the following questions :

1 SB Exercises

1. Who does Edmond meet in prison, and how does this change his life?
.....
2. What does Abbé Faria's decision to share his wisdom show about his character?
.....
3. Compare Edmond before and after meeting Abbé Faria. How does he change?
.....
4. Do you agree that knowledge can be more valuable than freedom? Why or why not ?
.....
5. The "ray of hope" symbolizes more than a chance of freedom. What does it mean for Edmond's soul and future ?
.....

2 El-Moasser Exercises

6. What did Abbé Faria give Edmond before dying?
.....
7. What was the first subject Faria taught Edmond?
.....
8. Why did Edmond at first believe his arrest was destiny?
.....
9. What method did Faria use to make lessons interesting for Edmond?
.....
10. Why did Faria consider knowledge a kind of freedom?
.....

11. How did Edmond react when he discovered the names of his enemies?

12. What did Edmond learn about justice from Faria's teaching?

13. Why was patience important in Faria's philosophy?

14. How did Faria inspire Edmond to hope for the future?

15. What secret plan did Faria and Edmond begin to develop together?

16. Why did Edmond consider Faria his true mentor?

17. How did Edmond prepare himself mentally for life after prison?



احرص على اقتناء

كتاب EL-MOASSER

في اللغة الإنجليزية

للف 3 الثانوي

الفصل الدراسي الثاني

امنه ثقته لمن يستحق



I VOCABULARY

priest (n)	رجل دين / كاهن	icy (adj)	جليدي / بارد جداً
buried (adj)	مدفون / مخفى	jewels (n)	مجوهرات
visions	رؤى	kingdom (n)	مملكة
be beyond measure	يفوق الوصف	liar (n)	كاذب
reward the good	يكافئ الطيبين	marble (n)	رخام
the guilty	المدنبيين	opportunity (n)	فرصة
Don't let hatred consume you	لا تدع الكراهية تسيطر عليك	paradise (n)	جنة / فردوس
vengeance (n)	ثأر / انتقام	steep (adj)	شديد الانحدار
swim upward	يسبح لاعلى	cannonballs (n)	قذائف مدفعية
under a false name	باسم مزيف	chamber (n)	غرفة / حجرة
path to freedom	الطريقه للحرية	cliffs (n)	منحدرات
mysterious (adj)	غامض	crowns (n)	تيجان
chest (n)	صندوق / خزان صغيرة	deserted (adj)	مهجور
raise suspicion	يثير الشك	determination (n)	عزم / إصرار
the time had come	حان الوقت	diamonds (n)	الماس
bound with iron	مقيد بالحديد	echo (ed) (v)	يتردد صده
carved in	منحوتة فى	emeralds (n)	زمرد
blinded by the brightness of his fortune	أعماه بريق ثروته	exhausted (adj)	منهك / متعب
sense of duty	احساس الواجب	fool (n)	أحمق
fuel (ed) (v)	يزود بالوقود	pickaxe (n)	فأس / معول
greed (n)	جشع / طمع	plunge (d) (v)	يغطس / يندفع
grief (n)	حزن / أسى	hollow (adj)	أجوف
identity (n)	هوية	pretend (ed) (v)	يتظاهر

smugglers (n)	مهربون	supplies (n)	إمدادات / مؤن
trembling (adj)	مرتجف	sack (n)	كيس
treasure (n)	كنز	sew (v)	يخيط
underground (n)	تحت الأرض	signal (n)	إشارة
untouchable (adj)	منيع / لا يمس	solid (adj)	صلب
rare (adj)	نادر	sorrow (n)	حزن / أسى
rubies (n)	ياقوت	steel (n)	صلب / فولاذ
shipwrecked (adj)	منكوب بسبب تحطم سفينة		

2 Definitions تعريفات

inheritance	property or money received after someone's death	ميراث
fortune	money, wealth, or valuable possessions	ثروة
secret	something kept hidden from others	سر
reveal	to make something known	يكشف / يفشى
destiny	what is meant to happen in the future	مصير / قدر
educate	to teach or train someone	يُعلم
vengeance	punishment inflicted in retaliation for an injury or wrong	انتقام
justice	the principle of fair and reasonable behavior; the administration of the law	عدالة
identity	the fact of being who or what a person or thing is	هوية
determination	firmness of purpose; resoluteness	عزم / إصرار

II CHAPTER SIX IN POINTS

The Secret of the Treasure

1. After the Abbé dies, Edmond puts his escape plan into action.
2. He hides his friend's body in his own bed and gets into the burial sack.
3. The guards do not notice and carry the sack outside.
4. They throw the sack into the sea, and Edmond plunges into the cold water.
5. He uses a sharp object to cut the sack open and swims to the surface.
6. After 14 long years, he is finally free.
7. He is rescued by a boat of smugglers and hides his true identity.
8. He works with them, patiently waiting for a chance to get to the island of Monte Cristo.
9. When they land on the island, he goes off alone with a pickaxe.
10. He follows the Abbé's map and discovers the hidden treasure chest.
11. Inside is a fortune of gold, diamonds, and jewels beyond imagination.
12. In that moment, the innocent sailor "dies," and a new, powerful man is born: The Count of Monte Cristo.

III TEXT OF CHAPTER SIX

The Secret of the Treasure

Edmond Dantès had lost his only friend. The death of Abbé Faria left him in deep sorrow. The priest had been his teacher, his father, and the light in his long years of darkness. But along with grief, Edmond felt a new power rising in his heart a sense of duty, hope, and determination. The priest had given him more than knowledge; he had given him a future.

Alone with a Secret

For several days, Edmond sat in silence in his cell, holding the small parchment the abbé had left him. On it were strange symbols and words, which described the hiding place of a great treasure buried on the island of Monte Cristo.

Each time he read the paper, his mind filled with visions: mountains of gold, bags of silver, **1** boxes of jewels, rare statues, and crowns once worn by princes. The treasure of the Spada family was said to be beyond measure.

At first, Edmond thought it was a dream, too fantastic to be real. But the abbé was never a liar or a fool. If he had spoken of the treasure, then it truly existed. And if it existed, Edmond swore he would find it.

"This treasure," he whispered to himself in the darkness, "is not for greed. It is the tool given to me by God. With it, I shall reward the good and punish the guilty."

The Priest's Last Lesson

Edmond remembered the old priest's final words: Do not let hatred consume you. Use the treasure for justice, not for vengeance alone.

He repeated those words often, as if they were a prayer. Yet in his heart, anger burned like a hidden fire. Danglars, Fernand, Ville fort those names echoed in his mind. Each man had stolen his youth, his love, and his freedom.

But Edmond forced himself to wait. First escape. Then treasure. Then justice.

The Plan to Escape

The death of Abbé Faria gave Edmond an unexpected opportunity. One morning, as the guards carried food into his cell, he heard them speak in low voices.

"The old priest is dead," one said. "We'll sew him into a sack tonight and throw him into the sea."

Edmond's heart jumped. If the guards carried away a sack, perhaps he could take the abbé's place. In the darkness of night, no one would notice until it was too late.

That evening, when the guards left, Edmond acted quickly. He dug into the priest's cell, found the body, and kissed his forehead one last time. Then, with trembling hands, Edmond laid the body in his own bed and covered it.

Next, he slipped into the sack meant for the dead. He tied the rope from inside as best as he could, holding a sharp piece of iron in his hand to cut it later.

His heart beat wildly. If the plan failed, he would be thrown alive into the sea and drowned. **2** But if it succeeded, freedom awaited.

Suggested Questions

1 What happened to Edmond when he read the paper each time?

2 What would happen to Edmond if his plan failed?

The Burial at Sea

Soon, two guards entered. Without checking, they lifted the heavy sack, carried it along the corridors, and climbed to the top of the fortress wall. Edmond felt the cold night air and heard the waves below.

"Ready?" one guard asked.

"Throw him!" said the other.

The sack flew into the air, and Edmond plunged into the icy sea. The shock of water nearly made him scream, but he bit his lips. Weighted down by cannonballs tied to the sack, he began to sink fast. Desperate, he cut through the canvas with his iron piece, tore the rope, and swam upward with all his strength.

At last, his head broke the surface. He filled his lungs with air and looked back. Behind him stood the black shadow of Château d'If, the prison of his nightmares. In front of him stretched the endless sea-his path to freedom.

A Sailor Once Again

Edmond swam all night, guided by the stars as he had done years before as a sailor. Exhausted, he reached a small deserted island. There he rested, half-dead but alive.

The next morning, he saw a fishing boat passing. Using a piece of wood as a signal, he called out. The fishermen pulled him aboard.

"Who are you?" they asked.

"A poor sailor shipwrecked in the storm," Edmond replied. It was not the full truth, but it saved him.

From that day, Edmond returned to the sea under a false name. He worked with sailors, hiding his real identity, waiting for the chance to reach the island of Monte Cristo. **3**

Suggested Questions

- 3** Why do you think Edmond hid his real identity?

Dreams of Monte Cristo

As the days turned into weeks, Edmond's mind returned again and again to the treasure. He studied maps whenever he could, searching for the location of the mysterious island. He remembered every detail of the abbé's story: the rock formations, the hidden cave, the chest buried deep underground.

At night, while the other sailors slept, Edmond whispered to himself:

"Monte Cristo... the key to my destiny."

A Test of Patience

It was not easy to reach the island. Ships did not often pass there, and Edmond could not openly ask without raising suspicion. So he waited, sailing from port to port, gathering money and supplies.

At last, luck came. A smuggler's boat he had joined decided to land near Monte Cristo to hide goods. Edmond's heart raced. The time had come.

The Island of Rocks

Monte Cristo appeared on the horizon like a sharp tooth rising from the sea. Its cliffs were dark and steep, and no one lived there. To the sailors, it was a lonely, useless rock. To Edmond, it was paradise.

When the others were busy unloading goods, Edmond pretended to hunt for rabbits. Carrying a pickaxe and supplies, he climbed the rocks to the secret spot described in the abbé's papers.

He searched for hours, comparing the signs: a hollow rock shaped like a cross, a small stream that ran dry in summer, a fig tree growing from stone. At last, he found the place.

The Hidden Chamber

Edmond's hands trembled as he dug. The ground was hard, but his strength was fueled by hope. Soon, his pickaxe struck something solid. A wooden chest, bound with iron.

With a cry, Edmond pulled it free. He broke the lock, lifted the lid - and gasped.

Inside lay mountains of gold coins, silver bars, diamonds that sparkled like stars, rubies red as fire, emeralds green as the sea. Statues carved in marble, crowns decorated with jewels, and weapons made of shining steel filled the chest.

It was more than treasure. It was a kingdom in a box.

A New Man Is Born

For a long time, Edmond could only stare, blinded by the brightness of his fortune. Then he knelt and whispered:

"Abbé Faria, your secret lives. I am free, and I will use this gift."

At that moment, Edmond Dantès the poor sailor died, and a new man was born-the Count of Monte Cristo.

With this treasure, he would build a new identity, powerful and untouchable. He would reward those who had been kind, such as his faithful friend Morrel. And he would punish those who had destroyed his life. 4

Suggested Questions

- 4 What did Edmond decide to use his treasure for ?

The sea had carried him from prison to freedom. The treasure of Monte Cristo would carry him from despair to destiny.

IV QUESTIONS & ANSWERS

SB & El-Moasser Exercises

1. Why was Edmond deeply sorrowful after Abbe Faria's death?

- لماذا كان "Edmond" حزينًا بشدة بعد موت "Abbe Faria"؟

- Because he lost his only friend who had been like a father and teacher to him.

- لأنه فقد صديقه الوحيد الذي كان مثل الأب والمعلم له.

2. What new feelings rose in Edmond's heart after the priest's death?

- ما المشاعر الجديدة التي ظهرت في قلب "Edmond" بعد موت الكاهن؟

- A sense of duty, hope, and determination.

- إحساس بالواجب والأمل والعزم.

3. What important secret does Abbe Faria share with Edmond?

(SB)

- ما السر المهم الذي شاركه الأب "Faria" مع "Edmond"؟

- The secret of the treasure hidden on the island of Monte Cristo.

- سر الكنز المدفون في جزيرة "Monte Cristo".

4. Why does Abbe Faria choose Edmond to trust with the treasure's location?

(SB)

- لماذا اختار الأب "Faria" أن يثق في "Edmond" ويخبره موقع الكنز؟

- Because he saw Edmond as honest, loyal, and deserving.

- لأنه رآه صادقًا ومخلصًا ويستحق ذلك.

5. How did Edmond feel when he first read about the treasure?

- كيف شعر "Edmond" عندما قرأ لأول مرة عن الكنز؟

- At first, he thought it was a dream, too fantastic to be real.

- في البداية، ظن أنه حلم خيالي أكثر من أن يكون حقيقيًا.

6. What treasures did Edmond imagine when he read the parchment?

- ما الكنوز التي تخيلها "Edmond" عندما قرأ المخطوطة؟

- Mountains of gold, bags of silver, boxes of jewels, rare statues, and crowns.

- جبال من الذهب، وأكياس من الفضة، وصناديق من الجواهر، وتماثيل نادرة، وتيجان.

7. Why did Edmond believe that the treasure was real?

- لماذا اعتقد "Edmond" أن الكنز حقيقي؟

- Because Abbe Faria was never a liar or a fool.

- لأن الأب "Faria" لم يكن يومًا كاذبًا أو أحمق.

8. Why did Edmond swear that he would find the treasure?

- لماذا أقسم "Edmond" أن يجد الكنز؟

- Because he saw it as his destiny and chance for justice.

- لأنه اعتبره قدره وفرصته لتحقيق العدالة.

9. What did Edmond whisper to himself about the treasure?

- ماذا همس "Edmond" لنفسه عن الكنز؟

- That it was not for greed but a tool from God for justice.

- أنه ليس من أجل الطمع، بل أداة من الله لتحقيق العدالة.

10. What advice did the priest give Edmond before he died?

- ما النصيحة التي أعطها الكاهن "Edmond" قبل أن يموت؟

- Not to let hatred consume him and to use the treasure for justice.

- ألا يدع الكراهية تلتهمه وأن يستخدم الكنز من أجل العدالة.

11. Yet what hidden feeling burned in Edmond's heart?

- لكن أي شعور خفي كان يشتعل في قلب "Edmond"؟

- Anger and desire for revenge.

- الغضب والرغبة في الانتقام.

12. Which three names echoed in Edmond's mind?

- ما الأسماء الثلاثة التي تردت في ذهن "Edmond"؟

- Danglars, Fernand, and Ville fort.

- "Ville fort, Fernand, Danglers".

13. Why did Edmond force himself to wait before revenge?

- لماذا أجبر "Edmond" نفسه على الانتظار قبل الانتقام؟

- Because he needed to escape first, then find the treasure, then seek justice.

- لأنه كان عليه أن يهرب أولاً، ثم يجد الكنز، ثم يحقق العدالة.

14. What unexpected opportunity did Abbe Faria's death give Edmond?

- ما الفرصة غير المتوقعة التي منحها موت الأب "Faria" لـ "Edmond"؟

- The chance to escape by taking his place in the sack.

- الفرصة للهروب عن طريق أخذ مكانه في الكيس.

15. How did Edmond prepare the body of Abbe Faria?

- كيف حضّر "Edmond" جثة الأب "Faria"؟

- He laid it in his own bed and covered it carefully.

- وضعها في سريره وغطاها بعناية.

16. What risk did Edmond face inside the sack?

- داخل الكيس؟ "Edmond" ما الخطر الذي واجهه

- That he might be thrown alive into the sea and drown.

- أنه قد يُلقى به حياً في البحر ويغرق.

17. What happened when the guards carried the sack to the wall?

- ماذا حدث عندما حمل الحراس الكيس إلى السور؟

- They threw it into the sea, believing it was the dead priest. ألقوه في البحر معتقدين أنه الكاهن الميت.

18. How did Edmond escape death under the sea?

- كيف نجا "Edmond" من الموت في البحر؟

- He cut the canvas with iron, broke the rope, and swam upward.

- قطع القماش بالحديد، ومزق الحبل، وسبح نحو الأعلى.

19. What clever lie did Edmond tell the fishermen?

(5B)

- ما الكذبة الذكية التي قالها "Edmond" للصيادين؟

- He said he was a poor sailor shipwrecked in a storm.

- قال إنه بحار فقير تحطم مركبه في عاصفة.

20. What important decision did Edmond make at this stage?

(SB)

- ما القرار المهم الذي اتخذه "Edmond" في هذه المرحلة؟

- To wait patiently, gather strength, and prepare for destiny.
- أن ينتظر بصبر، ويجمع قوته، ويستعد لقدره.

21. How did Edmond react when he found the treasure chest?

- كيف كان رد فعل "Edmond" عندما وجد صندوق الكنز؟

- His hands trembled, he broke the lock, and gasped at the riches inside.
- ارتجفت يده، وكسر القفل، ودهش من الثروات في الداخل.

22. How did Edmond feel when he first heard about the treasure?

- كيف شعر "Edmond" عندما سمع لأول مرة عن الكنز؟

- He felt excited, amazed, and full of hope.
- شعر بالحماس والدهشة والأمل الكبير.

23. What illness did Abbe Faria suffer from?

- ما المرض الذي عانى منه الأب "Faria"؟

- He suffered from terrible seizures and paralysis.
- كان يعاني من نوبات خطيرة والشلل.

24. What important object did Faria give Edmond before he died?

- ما الشيء المهم الذي أعطاه "Faria" لـ "Edmond" قبل موته؟

- He gave Edmond the map to the hidden treasure.
- أعطى "Edmond" خريطة الكنز المخفي.

25. What promise did Edmond make to Faria before his death?

- ما الوعد الذي قطعه "Edmond" لـ "Faria" قبل وفاته؟

- Edmond promised to find the treasure and use it wisely.
- وعد "Edmond" أن يجد الكنز ويستخدمه بحكمة.

Critical Thinking Questions & Suggested Answers

26. How did Abbe Faria act like a teacher and a father to Edmond?

- كيف كان الأب "Faria" بمثابة معلم وأب "Edmond"؟

- He gave him knowledge, guidance, and hope during years of darkness.
- لقد منحه المعرفة والإرشاد والأمل خلال سنوات الظلام.

27. Why did Edmond consider Abbe Faria the light in his years of darkness?

- لماذا اعتبر "Edmond" الأب "Faria" نورًا في سنوات ظلامه؟

- Because the priest gave him wisdom and kept his spirit alive.
- لأن الكاهن منحه الحكمة وأبقى روحه حيّة.

28. How does the idea of treasure add to the theme of destiny in the story?

(SB)

- كيف يضيف موضوع الكنز إلى فكرة القدر في القصة؟

- It shows that Edmond's fate is guided by hope and justice, not despair.
- إنه يوضح أن قدر "Edmond" موجه بالأمل والعدالة، لا باليأس.

29. Why did Edmond repeat the priest's words as if they were a prayer?

- لماذا كان "Edmond" يردد كلمات الكاهن كأنها صلاة؟

- ليذكر نفسه بالتحكم في غضبه.

- To remind himself to control his anger.

30. Do you think the promise of wealth can motivate someone to survive hardships? Why or why not? (58)

- هل تعتقد أن وعد الثروة يمكن أن يدفع شخصاً لتحمل الصعاب؟ ولماذا؟

- نعم، لأنه يعطي الأمل وسبباً للاستمرار.

- Yes, because it gives hope and a reason to fight on.

31. How did Edmond feel when he saw Chateau d'If behind him?

- كيف شعر "Edmond" عندما رأى قلعة "Chateau d'If" خلفه؟

- كان مثل ظل أسود، سجن كوايبسه.

- It was like a black shadow, the prison of his nightmares.

32. Why did Edmond hide his real identity? (58)

- لماذا أخفى "Edmond" هويته الحقيقية؟

- To protect himself until he could reach Monte Cristo.

- ليحمي نفسه حتى يتمكن من الوصول إلى "Monte Cristo".

33. Why was reaching Monte Cristo not easy? (58)

- لماذا لم يكن الوصول إلى "Monte Cristo" سهلاً؟

- Because few ships went there and asking openly would cause suspicion.

- لأن القليل من السفن تذهب هناك، والسؤال علناً قد يثير الشبهات.

34. What does the treasure symbolize for Edmond's life, hopes, and revenge? (58)

- ماذا يرمز الكنز بالنسبة لحياة "Edmond" وآماله وانتقامه؟

- إنه يرمز إلى الحرية والقوة والعدالة وهوية جديدة.

- It symbolizes freedom, power, justice, and a new identity.

35. If you were in prison, would you risk everything to dig a tunnel for escape, or wait for justice? Explain.

- لو كنت في السجن، هل ستخاطر بكل شيء لحفر نفق للهروب، أم ستنتظر العدالة؟ اشرح.

- I would risk digging a tunnel, because waiting for justice could take forever.

- كنت سأخاطر بحفر نفق، لأن انتظار العدالة قد يستغرق وقتاً طويلاً جداً.

36. If you had the treasure, how would you use it— for revenge, justice, or helping people?

- لو كان عندك الكنز، كيف ستستخدمه - للانتقام، أم للعدالة، أم لمساعدة الناس؟ فسر اختيارك..

- I would use it for justice and helping people, because that brings peace.

- كنت سأستخدمه للعدالة ومساعدة الناس، لأن ذلك يجلب السلام.

⊙ Answer the following questions :

1 SB Exercises

1. What important secret does Abbé Faria share with Edmond?

.....

2. Why does Abbé Faria choose Edmond to trust with the treasure's location?

.....

3. How does the idea of treasure add to the theme of destiny in the story?

.....

4. Do you think the promise of great wealth can motivate someone to survive hardships?
Why or why not?

.....

5. If you discovered a hidden fortune, would you use it for personal comfort or to change the lives of others? Explain.

.....

6. The treasure is more than gold. What does it symbolize for Edmond's life, hopes, and revenge?

.....

2 El-Moasser Exercises

7. How did Edmond feel when he first read about the treasure?

.....

8. What treasures did Edmond imagine when he read the parchment?

.....

9. Why did Edmond believe that the treasure was real and not just a dream?

.....

10. Why did Edmond swear that he would find the treasure?

.....

11. What did Edmond whisper to himself about the purpose of the treasure?

.....

12. How do Abbé Faria's last words influence Edmond's choices?

.....

13. Why did Edmond repeat the priest's words as if they were a prayer?

.....

14. What hidden feeling still burned inside Edmond despite the priest's advice?

.....

15. Which names echoed constantly in Edmond's mind?

.....

16. Why did Edmond decide to wait before seeking revenge?

.....

17. In your opinion, was Edmond right to think of revenge even after the priest's advice?

.....

18. Do you think Edmond's escape plan showed courage or desperation? Explain.

.....

19. If you were in Edmond's place, would you risk hiding in the sack? Why or Why not?

.....

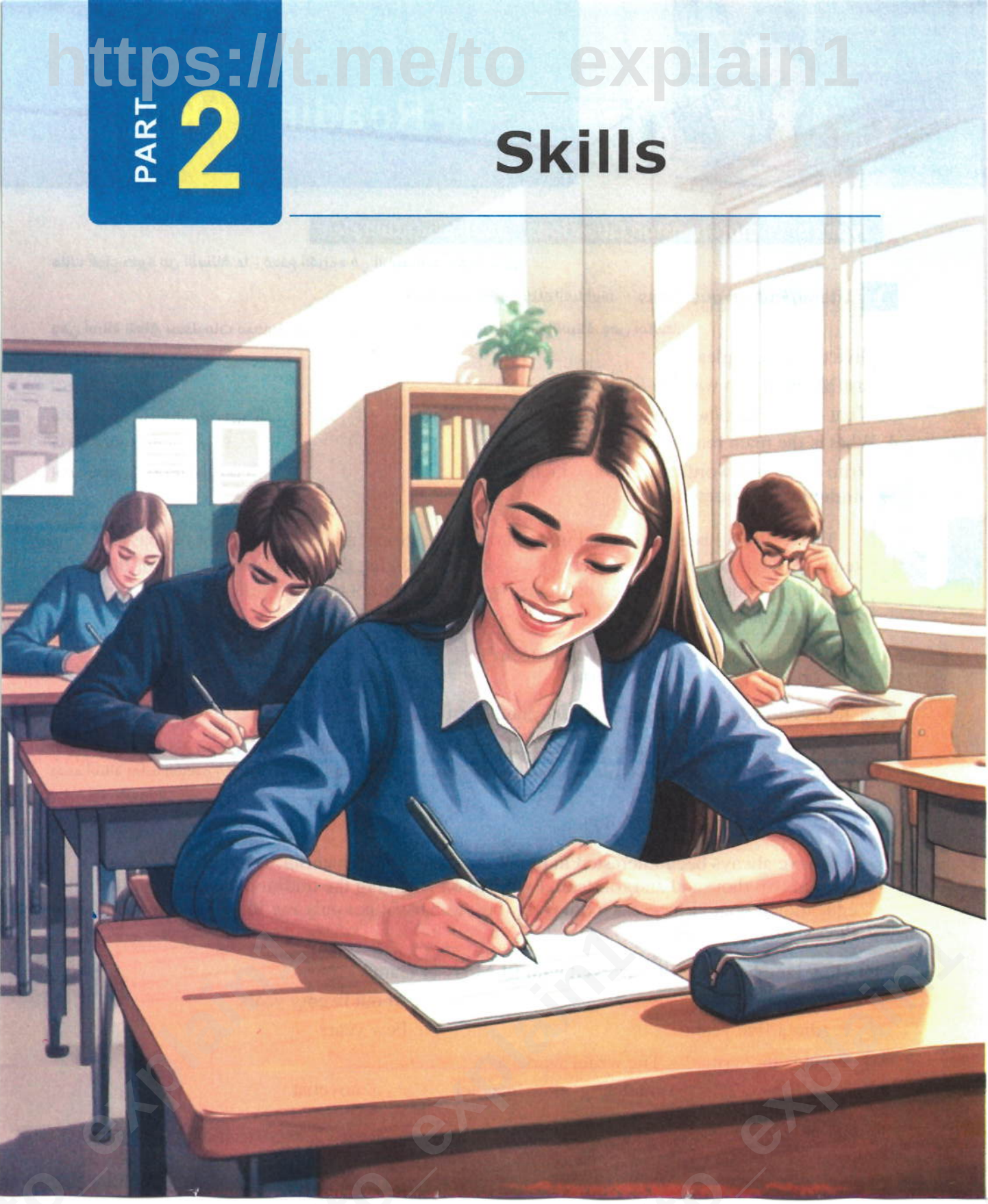
20. How does Edmond's escape at sea symbolize a rebirth or a new beginning for him?

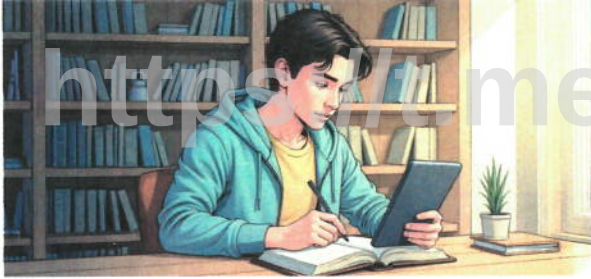
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PART
2

Skills





Types of Comprehension Questions أنواع أسئلة قطع الفهم

هناك أنواع كثيرة من الأسئلة على قطع القراءة في الامتحانات أهمها ما يلي:

1 Literal/Factual questions أسئلة الحقائق (الأسئلة المباشرة)

وهي أسئلة تتعلق بمعلومات مذكورة نصاً في قطعة القراءة وهي أسهل أنواع الأسئلة، ومن أمثلتها:

1. Give three examples of ... أعط ثلاثة أمثلة لـ ...
2. List/Mention two ways to / of ... أذكر طريقتين لـ ...
3. What did the hero/heroine do before the ...? ماذا فعل البطل / البطلة قبل...?
4. What is the main reason for ...? ما هو السبب الرئيسي في...?
5. Write down one word/expression which shows ... اكتب كلمة واحدة/عبارة تُظهر أن ...

→ Model factual questions :

I have always been interested in preparing educational material. Joining El-Moasser team in two thousand and fourteen, I worked on changing the traditional concept of the educational book. I have been doing my best to benefit not only my fellow teachers, but their students as well. ...

- When did the writer join El-Moasser team?

- a. 2004 b. 2014 c. 2024 d. 2042

2 Reorganization questions أسئلة إعادة الترتيب والتنسيق

تستند أسئلة إعادة التنظيم هي الأخرى على الفهم الحرفي للنص، حيث يقوم الطالب بتجميع معلومتين أو أكثر من أجزاء مختلفة من النص، وتعد أسئلة إعادة التنظيم مهمة لأنها تُعَلِّم الطلاب فحص النص ككل، مما يساعدهم على الانتقال من النظر في النص جملة بجملة إلى نظرة أكثر شمولية.

→ Model reorganization questions :

I have always been interested in preparing educational material. Joining El-Moasser team in two thousand and fourteen, I worked on changing the traditional concept of the educational book. I have been doing my best to benefit not only my fellow teachers, but their students as well. ...

1. How long has the writer worked with El-Moasser team?
 - a. About ten years
 - b. About twenty years
 - c. About five years
 - d. Few years
2. What is the writer? - The writer works as a
 - a. fellow
 - b. student
 - c. teacher
 - d. novelist

3 Main-idea/moral/title questions أسئلة الفكرة الرئيسية/الدرس/العنوان

وهذا النوع من الأسئلة يكاد لا يخلو منه أي امتحان في السنوات الأخيرة، وقد يسأل واضع الامتحان عن الفكرة الرئيسية لفقرة معينة في نص القراءة، وهناك صياغات عديدة لهذا النوع من الأسئلة مثل:

1. What is the main/central idea/topic of the first/second/third paragraph?

ما هي الفكرة الرئيسية في الفقرة الأولى / الثانية / الثالثة....؟

2. The sentence that summarizes the first/second paragraph is

الجملة التي تلخص الفقرة الأولى / الثانية هي

3. What does the writer want to say in the first/second/third paragraph?

ماذا يريد الكاتب أن يقول في الفقرة الأولى / الثانية / الثالثة....؟

وقد يسأل واضع الامتحان عن الفكرة الرئيسية للنص ككل، وهناك صياغات عديدة مثل:

1. What is the main idea of the passage/text?

ما هي الفكرة الرئيسية لموضوع القراءة / النص؟

2. What message does the writer want to convey in this passage/text?

ما هي الرسالة التي يريد الكاتب توصيلها من خلال هذا الموضوع/النص؟

3. What is this passage about?

عما تتحدث هذه القطعة؟

4. What is the core/essence of this passage?

ما هو جوهر هذه القطعة؟

5. The core/essence / thrust of this passage is

جوهري / فحوى هذه القطعة هو

وفي النصوص السردية (القصصية) قد يستخدم واضع الامتحان أسئلة مثل:

1. What is the moral of this story/narrative/text?

ما العبرة من هذه القصة / الرواية / النص؟

2. What lesson does this story/narrative teach us?

ما الدرس الذي تعلمنا إياه هذه القصة / النص؟

وقد يسأل واضع الامتحان عن أفضل عنوان:

1. What is the best title for the passage?

ما هو أفضل عنوان للقطعة؟

2. What would be a suitable title for the text?

ما هو العنوان المناسب للنص؟

→ Model main-idea question :

Education is the most important investment in the future of a nation. Imagine the majority of people in a country had good education, how would life be like? There would be solutions to all problems. The rate of crime would go down. The quality of life would go up ...

- What is the main idea of the passage/text?

a. How to get good education

b. Good education models

c. How can good education help

d. How to improve education

→ Model moral question :

That difficult situation has left a permanent influence on me. I am no longer wasteful. Now, I know well how to be careful with my money. I know what, how much, and when to buy ...

- The moral of this situation is “.....”.
- a. One should be careful with their money b. Never spend any money
- c. Spend what is in your pocket d. It is a waste of money buying anything

4 Tone questions أسئلة خاصة بالطابع العام للنص

وهذا النوع من الأسئلة يسأل عن الطابع العام أو الجو النفسي للنص أو الحالة المزاجية للكاتب، ويمكن أن تكون صياغة السؤال كالتالي:

- What is the tone of the text/writer? - The writer's tone is

ومن أهم الصفات التي تصف الطابع العام للنص ما يلي:

approving	مُستحيين	critical	نقدي
angry	غاضب	defensive	مؤيد
appreciative	مُقدّر	depressing	كئيب
arrogant	متغطرس	disapproving	غير مُحبذ
cautionary	تحذيري	disappointed	مُحبط
celebratory	احتفالي	encouraging	مُشجّع
confused	مرتبك	enthusiastic	متحمس
comic	كوميدي	formal	رسمي
compassionate	متعاطف	frustrated	مُحبط
intense	حاد	loving	ودود
ironic	ساخر	objective	موضوعي
joyful	بهيج	tolerant	متسامح
sad	حزين	worried	قَلِق

5 Word-in-context questions أسئلة تتعلق بالكلمة في السياق

يستهدف هذا السؤال تقييم الحصيلة اللغوية للطالب وقدرته على تخمين المعنى الدقيق للكلمة من خلال السياق، وينقسم هذا النوع من الأسئلة إلى أنواع عديدة منها:

1. أسئلة تسأل عن المعنى أو المُرادف (synonym/meaning) ومن أمثلتها:

- What is the synonym/meaning of the word “.....” in the passage?
- The word “.....” in the text is synonymous with
- The underlined word “.....” in the passage can be replaced by

2. أسئلة تسأل عن المُضاد أو العكس (antonym/opposite) ومن أمثلتها:

- What is the opposite/antonym of the word “.....” in the passage?
- The word “.....” in the text is antonymous with
- The underlined word “.....” in the passage can't be replaced by

ملحوظة هامة: لابد من الدقة في إجابة هذا السؤال لأن الاختيارات قد تحتوي على أكثر من معني أو مضاد للكلمة، ولكن لابد من اختيار المعني أو المضاد حسب استخدام الكلمة في النص.

→ **Model pronoun-reference questions :**

I have always been interested in preparing educational **material**. Joining El-Moasser team in two thousand and fourteen, I worked on changing the traditional concept of the educational book. I have been doing my best to benefit not only my fellow teachers, but their students as well. ...

- The underlined word “**material**” in the text can be replaced by :
 - cloth
 - information and ideas
 - fabric
 - matter
- The verb “join” in the passage is antonymous with :
 - becoming a member
 - going on
 - taking part in
 - leaving

6 Pronoun-reference questions

أسئلة ما تشير إليه الضمائر

وفي هذا النوع من الأسئلة يسأل واضع الامتحان عما يشير إليه الضمائر، ولاحظ أن:

١. ضمائر الفاعل هي:
- I, we, you, he, she, it, they
٢. ضمائر المفعول هي:
- me, us, you, him, her, it, them
٣. ضمائر الملكية هي:
- mine, ours, yours, his, hers, theirs
٤. الضمائر المنعكسة هي:
- myself, ourselves, yourself, yourselves, himself, herself, itself, themselves
٥. كلمات أخرى تُستخدم كضمائر:
- this, that, these, those, here, there ...
- some, any, each, all, both, none, one, ones, two ...
- many, much, a little, a few, first, second, ... latter

→ **Model word-in-context questions :**

My first interest in life is to find new ideas that can help people. These might be solutions to some problems. Last month, I introduced two very important ideas. The first was a suggestion that would help the traffic problems in my town. The latter was how to make electricity at home.

1. The underlined pronoun “**These**” in the text can refer to
a. people b. ideas c. solutions d. problems
2. The underlined word “**latter**” in the text can refer to one of the
a. two very important ideas b. traffic problems in my town
c. solutions to some problems d. b & c

7 Understanding questions اسئلة تتعلق بالفهم

تخبر هذه الأسئلة قدرة الطالب على تحديد ما يحاول المؤلف التعبير عنه أو توصيله للقارئ، ويتطلب ذلك إلقاء نظرة على المعلومات وتحليلها وفهم محتواها، و من أمثلة هذا النوع من الأسئلة :

- What does the writer mean by ...? ما الذي يعنيه الكاتب بـ ...؟
- When the writer says ..., what is his/her intention? عندما يقول الكاتب ...، فما الذي يقصده؟

General Exercises on Reading Skill

* Read the following passage, then choose the correct answer from a, b, c or d:

Once upon a time, there was a boy who became bored when he watched over his village sheep grazing on the hillside. To entertain himself, he shouted, "Wolf! Wolf! The wolf is chasing the sheep!"

When the villagers heard the cry, they came running up the hill to drive the wolf away. But, when they arrived, they saw no wolf. The boy was amused when he saw their angry faces. "Don't scream wolf, boy," warned the villagers, "when there is no wolf!" They angrily went back down the hill.

Later, the little sheep herder cried out once again, "Wolf! Wolf! The wolf is chasing the sheep!" To his amusement, he looked on as the villagers came running up the hill to scare the wolf away. As they saw there was no wolf, they said strictly, "Save your frightened cry for when there is a real wolf! Don't cry 'wolf' when there is no Wolf!"

But the boy grinned at their words while they walked grumbling down the hill once more. After a while, the boy saw a real wolf sneaking around his flock. Alarmed, he jumped on his feet and cried out as loud as he could, "Wolf! Wolf!" But the villagers thought he was fooling them again, and so they didn't come to help. At sunset, the villagers went looking for the boy who hadn't returned with their sheep. When they went up the hill, they found him weeping. "There really was a wolf here! The flock is gone! I cried out, "Wolf!" but you didn't come," he wailed.

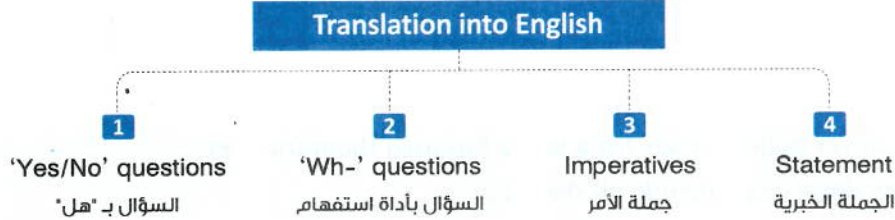
1. The boy was in a critical situation when
 - a. the villagers believed the boy time after time
 - b. he called for help for the first time
 - c. the villagers rushed to help but found no wolf
 - d. he couldn't protect the sheep from the wolf
2. The sentence that can summarize the story is ".....".
 - a. The little boy lost his sheep due to his lies
 - b. The villagers used to believe the liar
 - c. The sheep were eaten by a fake wolf
 - d. The liar was teaching the villagers a lesson

3. The boy was really a little
a. chaser b. shepherd c. killer d. hunter
4. The suitable title of the story is “.....”.
a. The boy who chased the sheep
b. The villagers who killed a wolf
c. The boy who cried wolf!
d. The wise man and the wolf
5. The moral lesson of the story is that “.....”.
a. You can build bridges with people with your lies
b. People never believe a liar for a while but trust them for ever
c. You may deceive all people all the time
d. People never trust liars even if they're telling the truth
6. Eventually, the lies of the boy led to
a. watching the sheep over the hill
b. keeping the sheep away from the wolf
c. breaking trust with the villagers
d. being amused and entertained
7. The villagers might have saved the sheep if
a. the boy had been truthful
b. the boy had been a liar
c. they had remembered the boy's lies
d. they had neglected the boy's cries
8. According to the incidents of the story, the boy was a / an
a. stranger from another village
b. member of the same village
c. foolish boy wanting to hunt wolves
d. ordinary boy hiking in the hills

2. Translation

PART I TRANSLATION FROM ARABIC INTO ENGLISH

سنتناول فيما يلي أهم أساسيات الترجمة من اللغة العربية إلى اللغة الإنجليزية من خلال أربع محاور هي:



1 'Yes/No' questions السؤال بـ «هل»

١. هذا النوع من الأسئلة يبدأ في اللغة العربية بـ (هل / أ / أليس / ألا / ألم / ألن).
٢. لا توجد أداة استفهام في اللغة الإنجليزية تعني (هل / أ / أليس / ألا / ألم / ألن)، لكن يبدأ هذا النوع من الأسئلة بأحد الأفعال المساعدة أو الأفعال الناقصة التالية:

**Am / Is / Are / Was / Were / Do / Does / Did / Have / Has / Had / Can / Could
Will / Would / Shall / Should / May / Might / Must / Ought / Need ...**

٣. يتكون السؤال بـ (هل / أ / أليس / ألا / ألم / ألن) في اللغة الإنجليزية من:

→ **تكملة السؤال** + **فاعل / مفعول** + **فعل مساعد / ناقص**

Examples :

- هل لديك شك أن تطوير التعليم أصبح أمراً ضرورياً في ضوء مستجدات العصر الحالي؟
- **Do you have** any doubts that the development of education has become necessary in light of the developments of the current era/age?
- **Did** the United Nations' Climate Conference held in Sharm El-Sheikh **achieve** its objectives?
- إذا بدأ السؤال في اللغة العربية بـ (أليس / ألا / ألم / ألن) فإن الفعل المساعد الذي يبدأ به في اللغة الإنجليزية يكون منفياً:

Examples :

- أليس تتفق معي في أن التغير المناخي خطر يهدد جميع دول العالم دون استثناء؟
- **Don't you agree** with me that climate change is a threat to all countries of the world without exception?
- ألا تريد أن تكون نموذجاً يُحتذى به في النجاح سواء في العمل أو الحياة الأسرية؟
- **Don't you** want to be a role model for success, whether in work or family life?

- ألم تتعلم من تجاربك السابقة أن العمل الجاد والتخطيط السليم هما أهم مقومات النجاح؟

- Haven't you learnt from your previous experiences that hard work and proper planning are the most important ingredients of success?

- ألن تتوقف عن إضاعة وقتك في أشياء غير مفيدة؟

- Won't you stop wasting your time on useless things?

Practice (1) :

- هل لديك هدف شخصي تسعى لتحقيقه من خلال الدراسة؟

- ألا تعلم أن التكنولوجيا الحديثة جعلت التعلم أسهل كثيراً من ذي قبل؟

Translation vocabulary

advanced industrial countries	الدول الصناعية المتقدمة	learning	التعلم
destruction	تدمير	than before	من ذي قبل
Do you have the ambition to	أتطمح	threaten	يهدد
prominent leadership role	دوراً قيادياً بارزاً		

2 'Wh-' questions السؤال بأداة استفهام

١. هذا النوع من الأسئلة يبدأ في اللغة العربية بأحد أدوات الاستفهام مثل (ما/ماذا/من/كيف/...).

٢. أهم أدوات وتعبيرات الاستفهام في اللغة الإنجليزية هي:

How	كيف/كم	Which	أي
How about	ما رأيك في	Who	من
What	ما/ماذا	Whom	من
What about	ما رأيك في	Whose	لمن
When	متي	Why	لماذا/لما
Where	أين	To what extent	لأي مدى

٣. يتكون السؤال بأداة استفهام في اللغة الإنجليزية في غالب الأحوال من:

→ **تكملة السؤال** + **فاعل / مفعول** + **فعل مساعد / ناقص** + **أداة استفهام**

Examples :

- ما النتائج السلبية التي أدت إليها الحرب الروسية الأوكرانية؟

- What are the negative results that the Russian-Ukrainian war has led to?

- من المسئول عن التغير المناخي الذي يهدد مستقبل الحياة علي كوكب الأرض؟

- Who is responsible for the climate change that threatens the future of life on Earth?

- أي نمط من الحياة تفضل: الحياة البسيطة في الريف أم حياة المدينة؟

- Which lifestyle do you prefer: the simple life in the country or the city life?

Practice (2):

- كيف يمكنك تحقيق التوازن بين الحياة الشخصية والحياة العملية؟

- إلي أي مدى يمكنك أن تتحمل ضغوط العمل والضغط السريع للحياة؟

- لم لا تنضم لإحدى الجمعيات الخيرية لتقديم المساعدة لمن يحتاجونها؟

Translation vocabulary

balance	التوازن	rhythm/pace	الإيقاع
endure	تتحمل	work life	الحياة العملية
join	تنضم	work pressure	ضغوط العمل
personal life	الحياة الشخصية		

3 Imperatives جملة الأمر

أ. تبدأ جملة الأمر المُثَبَّت (افعل) في اللغة الإنجليزية بالفعل في المصدر (inf.) أو (Always + inf.):

- **Work** hard to achieve your goals.
- **Always work** hard to achieve your goals.

أ. تبدأ جملة الأمر المنفي (لا تفعل) في اللغة الإنجليزية بـ (Don't / Never + inf.):

- **Don't waste** your time.
- **Never waste** your time.

Examples :

- كن متفائلاً وإيجابياً واعلم أنه لا يوجد مستحيل طالما هناك إرادة قوية وتصميم.

- **Be** optimistic and positive and put in mind that nothing is impossible as long as there is strong will and determination.

- احرص دائماً على مساعدة الآخرين عندما يحتاجون إليك، فقد تحتاج إلى مساعدتهم يوماً ما.

- **Always make** sure you help others when they need you; you may need their help one day.

- لا تستسلم عندما تخفق في القيام بشيء ما، ولا تأخذ النصيحة مطلقاً من فاشل.

- **Don't give** up when you fail at something, and never take advice from a failure.

Practice (3) :

- حاول دائماً أن تكون مستعداً لكل الاحتمالات، ولا تترك شيئاً للصدفة.

- لا تنخدع بالمظهر، ولا تعامل منافسك على أنه غبي أو أقل ذكاءً منك.

- عامل الناس كما تحب أن يعاملوك، ولا تظن أنك أفضل من الآخرين لأن ذلك هو الغرور.

Translation vocabulary

appearance	بالمظهر	possibilities	الاحتمالات
chance	الصدفة	treat	يعامل
competitor	منافس	vanity	الغرور
Don't be tricked	لا تنخدع		

4

Statement

الجملة الخبرية

١. تتكون الجملة الخبرية المبنية للمعلوم من:

→ Subj. فاعل + verb (حسب الزمن) +

Examples :

- لقد افتتح السيد الرئيس العديد من المشروعات العملاقة خلال الأشهر الأخيرة.
- **Mr President has inaugurated** several giant projects over the past months.
- وافقت الحكومة المصرية على التقدم بملف لاستضافة دورة الألعاب الأولمبية ٢٠٣٤.
- **The Egyptian government agreed** to submit a bid to host the 2034 Olympic Games.

٢. تتكون الجملة الخبرية المبنية للمجهول من:

→ Subj. فاعل + verb (حسب الزمن) + p.p. +

Examples :

- بُني السد العالي ليحمي مصر من الفيضان ويخزن المياه لوقت الحاجة إليها، كما أنه يساهم في توليد الكهرباء.
- **The High Dam was built** to protect Egypt from flooding and to store water for the time it is needed. It also contributes to generating electricity.
- ستُنقل مقر جميع الوزارات إلى العاصمة الإدارية الجديدة التي تتمتع ببنية تحتية تكنولوجية عالية التطور.
- **The headquarters of all ministries will be moved** to the New Administrative Capital which has a highly developed technological infrastructure.

٣. يُفضّل تحويل جملة المبني للمجهول إلى صيغة المبني للمعلوم إذا كان الفاعل معروف:

Examples :

- نُظم مؤتمر الأمم المتحدة للتغير المناخي (كوب ٢٧) بواسطة الحكومة المصرية في شرم الشيخ.
- **The Egyptian government organized the United Nations Climate Change Conference (COP27)** in Sharm El-Sheikh. ✓

- The United Nations Climate Change Conference (COP27) was organized by the Egyptian government in Sharm El-Sheikh. ✓

Practice (4) :

- أقيمت العديد من مشروعات البنية التحتية العملاقة مثل الغاز الطبيعي ضمن مبادرة حياة كريمة.

- أقامت الحكومة المصرية العديد من مشروعات البنية التحتية العملاقة مثل الغاز الطبيعي ضمن مبادرة حياة كريمة.

Translation vocabulary

burden	عبء	infrastructure	البنية التحتية
Decent Life Initiative	مبادرة حياة كريمة	rest on their shoulders	يقع على عاتقهم
giant	عملاق	the whole society	المجتمع بأسره
honour	يُكرَّم		

Special cases حالات خاصة

١ بناء الجملة

١. تبدأ الجملة الإنجليزية بفاعل إذا كانت مبنية للمعلوم أو مفعول إذا كانت الجملة مبنية للمجهول ثم يأتي الفعل حسب زمن الجملة:

Examples :

- سيقام احتفال كبير لتكريم العلماء والمفكرين على ما قدموه من إنجازات في جميع المجالات.
- A big celebration will be held to honour scholars and thinkers for their achievements in all fields.

٢. الفاعل في الجملة الإنجليزية يقابله فاعل الجملة العربية أو المبتدأ:

Example :

- العظماء لا يعرفون اليأس ولا يتوقفون طويلاً عند لحظات الفشل، بل يتطلعون دائماً لغد أفضل.
- Great people do not know despair and do not stop at moments of failure for long, but rather always look forward to a better tomorrow.

Practice (5) :

- تحتاج الرياضة المصرية إلى التطور المستمر للوصول إلى المستوى العالمي في المنافسات.

Translation vocabulary			
artery	شريان	level	مستوي
correction revolution	ثورة تصحيح	right	حق
existence	وجود	transgress	يعتدي

المفعول المطلق

- يُحذف المفعول المطلق عند الترجمة للإنجليزية:

Examples :

- تعاني الدول النامية **معاناة كبيرة** من ارتفاع أسعار الوقود.
- The developing countries suffer a lot from the rise in fuel prices.
- تأثر الاقتصاد العالمي **تأثراً** واضحاً بالحرب التي تشنها روسيا على أوكرانيا.
- The global economy has been clearly affected by the war waged by Russia against Ukraine.

Practice (6) :

- يُحب المصريون وطنهم حباً شديداً، وهم على استعداد ليضحوا بأرواحهم من أجله.

Translation vocabulary			
homeland	وطن	soul	روح
sacrifice	يضحى		

كيفية ترجمة الجملة التي تبدأ بـ (مصدر) أو (إن + مصدر/اسم)

- المصدر في اللغة العربية هو اسم الفعل مثل (كتابة) من (يكتب) أو (زيارة) من (يزور).
- الجملة التي تبدأ بمصدر أو (إن + مصدر / اسم) في اللغة العربية تبدأ في اللغة الإنجليزية بـ:

Examples :

Gerund (inf. + ing) /Noun ...

- إن تعلم اللغات الأجنبية ومهارات الحاسب الآلي ولغات البرمجة تجعل من السهل حصولك على وظيفة جيدة.
- **Learning** foreign languages, computer skills and programming languages makes it easy to get a good job.
- إن العمل الجاد هو السبيل الوحيد لتحقيق النجاح الحقيقي في الحياة.
- **Hard work** is the only way to achieve true success in life.
- السعادة هي الغاية التي يسعى جميع البشر إلي إدراكها ولن تكون سعيداً إلا إذا كنت ناجحاً.
- **Happiness** is the goal that all humans seek to realize. You will not be happy unless you are successful.

Practice (7) :

- إن حب الوطن والحرص على تقدمه في جميع المجالات هو الدليل الأكبر على الانتماء لهذا الوطن.

- لى تنعم بصحة جيدة عليك ممارسة الرياضة واتباع نظام غذائي جيد.

Translation vocabulary			
concern for	الحرص على	diet	نظام غذائي
practise	يمارس	loyalty	الانتماء
health	الصحة	enjoy	ينعم
evidence	دليل	progress	التقدم
field	مجال		

٤ كيفية ترجمة الجملة التي تبدأ بـ: يعمل/يقوم ؟

- في الغالب يتم اسقاط الفعل (يعمل) أو (يقوم) إذا لم يكن الفعل الأساسي للجملة، ويتم تحويل المصدر المذكور في الجملة العربية لفعل أساسي للجملة الإنجليزية:

Examples :

- تقوم حملات الرعاية الصحية المجانية بفحص ذوي الأمراض المزمنة بالمجان ومتابعة حالتهم الصحية.
- Free health care campaigns **examine** people with chronic diseases for free and **follow** up their health conditions.
- تعمل الدولة علي مواجهة ظاهرة التنمر بكل حزم من خلال إصدار القوانين التي تضمن أن يواجه المتنمرين عقوبات رادعة.
- The state **faces** the phenomenon of bullying firmly by issuing laws that ensure that bullies get deterrent penalties.

Practice (8) :

- يقوم المعلمون باستخدام استراتيجيات التعلم المناسبة حسب الموضوع وحسب أعمار الطلاب وقدراتهم العقلية.

- يعمل الوالدان على توفير كل ما يحتاجه الأبناء من سكن آمن وطعام صحي وتعليم مناسب.

Translation vocabulary			
according to	حسب	mental abilities	قدرات عقلية
learning strategies	استراتيجيات التعلم		

- الجملة العربية التي لا يوجد بها فعل غالباً يكون فعلها مستتراً تقديره (يكون) لذلك نستخدم أحد تصريفات (be) عند الترجمة إلى الإنجليزية:

be (am, is, are, was, were, been)

Examples :

- مصر دولة ذات تاريخ عريق وحضارة عظيمة، لذلك من حقك أن تفخر بكونك مصرياً. (= مصر تكون دولة)
- **Egypt is** a country with long history and a great civilization, so you have the right to be proud of being Egyptian.
- الشباب أمل الأمة في مستقبل أفضل، لذلك يجب أن نوفر لهم كل ما يحتاجونه. (= الشباب يكونون أمل)
- **Youth are** the nation's hope for a better future, so we must provide them with everything they need.

Practice (9) :

- الإنسان مسئول عن كل الدمار الذي لحق بالبيئة ومسئول عن إصلاح ما أفسده.

- المرأة نصف المجتمع ومسئولة عن تربية النصف الآخر، فالمرأة الصالحة حجر الأساس في بناء المجتمع.

Translation vocabulary			
bringing up	تربية	man	الإنسان
cornerstone	حجر الأساس	reform	إصلاح
damage	يُفْسِد	responsible for	مسئول عن
destruction	الدمار		

٦ كيفية ترجمة ضمائر الغائب (هو/هي/هما/هم/هن) إذا جاءت بعد اسم

- إذا جاءت ضمائر الغائب (هو/هي/هما/هم/هن) فإننا نستخدم أحد تصريفات (be) عند الترجمة إلى الإنجليزية:

be (am, is, are, was, were, been)

Examples :

- الأزمة الاقتصادية العالمية هي النتيجة المباشرة لجائحة كورونا والحرب الروسية الأوكرانية. (هي = تكون)
- The global economic crisis **is** the direct result of the Corona pandemic and the Russian-Ukrainian war.
- المعلمون هم رواد تقدم الأمم، لذلك يجب أن يكون لهم وضع خاص في مجتمعاتهم. (هم = يكونون)
- Teachers **are** the pioneers of the progress of nations, so they must have a special status in their societies.

Practice (10) :

- كرة القدم هي الرياضة الأكثر شعبية في كل أرجاء العالم ويتابعها ملايين المشجعين.

- التسامح هو أحد القيم الإنسانية العظيمة التي يجب أن تسود بين جميع الشعوب بغض النظر عن العرق أو اللون أو الدين.

Translation vocabulary

all over the world	في كل أرجاء العالم	prevail	تسود
billion	مليار	race	العرق
fans	المشجعين	regardless of	بغض النظر عن
human values	القيم الإنسانية	tolerance	التسامح
peoples	الشعوب		

٧ أفعال إنجليزية لا تتبعها حروف جر

الأفعال التالية يأتي بعدها حرف جر في اللغة العربية ولا يتبعها حرف جر في اللغة الإنجليزية:

admire	يعجب بـ	include	يشتمل على
affect	يؤثر على	join	يلتحق بـ
arrest	يقبض على	obtain	يحصل على
avoid	يتجنب	owe	يدين بـ
celebrate	يحتفل بـ	pass	ينجح / يجتاز
enjoy	يتمتع بـ	reach	يصل إلى
fear	يخشى أن	recognize	يتعرف على
feel	يشعر بـ	sacrifice	يضحى

Examples :

- يؤثر التدخين **على** الصحة تأثيراً سلبياً خاصة الرئتين والقلب.

- Smoking negatively **affects** health, especially the lungs and heart.

- يضحى الوالدين **بكل** ما يملكون ليضمنوا مستقبلاً جيداً لأطفالهم.

- Parents **sacrifice** everything they have to ensure a good future for their children.

Practice (11) :

- يحتفل المصريون كل عام بذكرى انتصار أكتوبر المجيد الذي أعاد للأمة أرضها وكرامتها.

Translation vocabulary			
dignity	كرامة	security of the society	أمن المجتمع
forces	قوات	smugglers	المهربين
glorious	المجيد	threat	تهديد
nation	الأمة	victory	انتصار

كيفية التعامل مع الأزمنة عند الترجمة من الإنجليزية للعربية

١. الجُمْل التي تدل على حقائق أو عادات مضارع تُترجم إلى زمن المضارع البسيط:

Examples :

- تمتص النباتات ثاني أكسيد الكربون من الهواء وتُطلق الأكسجين.
- Plants **absorb** carbon dioxide from the air and **release** oxygen.
- تمنحنا الشمس الضوء الذي يساعد النباتات على النمو كما أنها تعطينا الحرارة اللازمة لاستمرار الحياة على كوكب الأرض.
- The sun **gives** us the light that **helps** plants grow, and it also **gives** us the heat needed to sustain life on Earth.
- ٢. يُترجم الفعل المضارع الذي يدل على حدث قائم حالياً إلى زمن المضارع المستمر:

Examples :

- تبذل الحكومة قصارى جهدها لتخفيف آثار الأزمة الاقتصادية العالمية الحالية على المواطنين، خاصة محدودي الدخل.
- The government **is doing** its best to mitigate the effects of the current global economic crisis on citizens, especially those on low incomes.
- يحاول هذا الفريق من العلماء والباحثين حالياً إيجاد علاجات فعالة لمرض السرطان.
- This team of scientists and researchers **is currently trying** to find effective treatments for cancer.
- ٣. يُترجم الفعل الماضي في اللغة العربية إلى زمن الماضي البسيط أو الماضي المستمر:

Examples :

- عانت جميع شعوب العالم من الموجات المتتالية لفيروس كورونا، خاصة في الفترة بين ٢٠٢٠ و ٢٠٢٢.
- All peoples of the world **suffered** from successive waves of Corona virus, especially in the period between 2020 and 2022.
- بينما كنا نشاهد مباراة كرة قدم كانت والدتي تُعد لنا وجبة لذيذة.
- While we **were watching** a football match, my mother **was preparing** a delicious meal for us.
- ٤. في الغالب يُترجم الفعل (كان ... + فعل مضارع) إلى زمن الماضي المستمر:

Examples :

- كان جميع المشجعين يستمتعون بالمباراة عندما انطفأت كل الأنوار فجأة.
- All the fans **were enjoying** the match when suddenly all the lights went out.
- كان السائحون يقضون أوقاتاً رائعة على شاطئ البحر حيث الشمس الساطعة والهواء النقي.
- The tourists **were having** a great time on the beach, where the sun was bright and the air was fresh.
- ٥. يُترجم الفعل الذي يسبقه (سوف / س ...) إلى صيغة المستقبل المناسبة:

Examples :

- سوف يؤدي الاعتماد على مصادر الطاقة النظيفة إلى تقليل التلوث البيئي وسيخفف حدة التغير المناخي.
- Dependence on clean energy sources **will reduce** environmental pollution and it **will mitigate** climate change.
- يوماً ما ستدرك أنه لا أحد يحبك مثل والديك، فهما الوحيدان اللذان يتمنيان أن تصبح أفضل منهما.
- One day, you **will realize** that no one loves you as much as your parents. They are the only ones who wish you were better than them.

Practice (12) :

- تدور الأرض حول محورها مرة كل ٢٤ ساعة وهذا يؤدي إلي تغاقب الليل والنهار.

- تُنفذ الدولة حالياً العديد من مشروعات البنية التحتية العملاقة مثل تجديد شبكات المياه والصرف الصحي ومد خطوط الغاز الطبيعي لكل المدن والقرى.

- كانت الأمطار تتساقط بغزارة عندما وصل القطار إلى المحطة في منتصف الليل.

Translation vocabulary

around its axis	حول محورها	perseverance	مثابرة
implement	يُنَفَّذ	renew	يجدد
infrastructure	البنية التحتية	succession	تغاقب
lay	يُمد	water and sewage networks	شبكات المياه والصرف الصحي
natural gas pipelines	خطوط الغاز الطبيعي		

٩ الصفات

١. تأتي الصفة في اللغة الإنجليزية قبل الموصوف (عكس اللغة العربية):

Example :

- الاحتباس الحراري أو التغير المناخي بصفة عامة يُعتبر نتيجة مباشرة لما نطلق عليه التلوث البيئي.
- Global warming or climate change in general is a **direct result** of what we call **environmental pollution**.

٢. تأتي الصفة في اللغة الإنجليزية بعد الموصوف إذا كانت تصف أي من الضمائر غير المحددة التالية:

Some-	Any-	Every-	No-
someone	anyone	everyone	no one
somebody	anybody	everybody	nobody
something	anything	everything	nothing
somewhere	anywhere	everywhere	nowhere

Example :

كانت الأمور تسير بشكل طبيعي ولم يكن هناك أي شيء غير عادي.

- Things were going on normally and there was **nothing unusual**.
- Things were going on normally and there was not **anything unusual**.

٣. قد تأتي الصفة وبعدها الاسم الموصوف أو بدون الاسم الموصوف بعد بعض الأفعال التقريرية مثل:

be (am, is, are, was, were, been)

له رائحة **smell** - له مذاق **taste** - يشعر **feel** - يبدو **sound/seem/look** - يصبح **get/become**

Example :

كما هو معتاد في شتاء أسوان، تبدو السماء صافية كما أن الطقس يكون دافئاً معظم الوقت.

- As usual in Aswan's winter, the sky **looks clear** and the weather **is warm** most of the time.

٤. في الجملة العربية إذا جاء بعد الاسم صفتان دون أداة ربط فعند الترجمة نبدأ بالصفة الأخيرة:

Example :

تُساعد الجمعيات الخيرية المختلفة الأسر الفقيرة وأطفال الشوارع المشردين.

- **Different charitable** organizations help poor families and **homeless street** children.

٥. إما إذا جاء بعد الاسم صفتان وبينهما أداة ربط فإننا نكتب الصفة الأولى أولاً ثم الثانية:

Example :

إن الطموح المنطقي والقابل للتحقيق هو أهم ما يميز الإنسان الناجح.

- A **logical and achievable** ambition is the most important characteristic of a successful person.

Practice (13) :

- يجد الشباب المؤهل جيداً من السهل الحصول على وظيفة جيدة في سوق العمل خاصة في القطاع الخاص.

تبدو السماء ملبدة بالغيوم وأعتقد أنه ستسقط أمطار غزيرة كما هو متوقع.

إن العمل المنظم والمُخطَّط له هو السبيل الوحيد للنجاح الحقيقي والدائم.

Translation vocabulary

as expected	كما هو مُتوقع	organised and planned	العمل المنظم والمُخطط له
cloudy	ملبدة بالغيوم	private sector	القطاع الخاص
feel sure	أطمئن	true and permanent success	النجاح الحقيقي والدائم
heavy rain	أمطار غزيرة	well-qualified	المُؤهّل جيداً
international tourist investment	الاستثمار السياحي العالمي	wise Egyptian leadership	القيادة المصرية الحكيمة
labour market	سوق العمل		

١٠ الظرف

١. ظروف التكرار التالية توضع قبل الفعل الأساسي أو بعد (be) والأفعال المساعدة والناقصة:

always, usually, often, sometimes, occasionally, regularly, rarely, scarcely, seldom, hardly, never ...

Example :

- نادراً ما يؤجل الإنسان الناجح عمل اليوم إلى الغد، فالتأجيل والتسويف هما عادة من بيمات الفاشلين.

- A successful person **rarely postpones** today's work until tomorrow. Postponement and procrastination **are usually** characteristics of failures.

٢. ظروف الكيفية [غالباً تنتهي ب (-ly)] تأتي بعد الفعل أو بعد المفعول:

Example :

- انتظروا بفارغ الصبر نتائج امتحاناتهم ثم غادروا المدرسة بهدوء.

- They waited **eagerly** for their exam results then left the school **quietly**.

٣. ظروف الدرجة تحدد درجة قوة أو ضعف الصفة، وتوضع قبل الصفة مباشرة

a bit	قليلاً	quite	إلى حد ما
a lot	كثيراً/بشدة	rather	إلى حد ما
absolutely	بشكل مُطلق	really	حقاً
completely	تماماً	so	جداً
even	كثيراً	utterly	كلياً
extremely	للاغاية	very	جداً

Example :

- إن الحفاظ على التوازن البيئي أمر ضروري للاغاية، فعدم وجود هذا التوازن سيؤثر بشدة على وجود الإنسان على سطح الأرض.

- Keeping environmental balance is **extremely** necessary. The absence of this balance will affect man's existence on earth badly.

Practice (14) :

- نعم أنت حر، لكن تذكر أن هذه الحرية غير مُطلقة ويجب ألا تؤذي أحداً.

Translation vocabulary			
absolute	مُطلقة	progress	تقدم
advancement	رُقّي	prosperity	ازدهار
does their best	يبدل قصارى جهده	than before	من ذي قبل
freedom	الحرية	under medical care	تحت الرعاية الطبية
good citizen	المواطن الصالح		

١١ كيفية التعامل مع الضمائر في الترجمة

١. الضمير المتصل باسم (مثل: قلّمي، قلّمه، قلّمها ...) يُترجم إلى إحدى صفات الملكية التالية:

my, his, her, its, our, your, their, ...'s

Example :

- عندما تكون جزءاً من فريق فلا تقل إنجازي أو إنجازها، بل هو إنجازنا.
- When you are part of a team, do not say **my** achievement, **his** or **her** achievement, but rather it is **our** achievement.

٢. ضمير الفاعل المستتر أو المتصل بفعل (مثل: رأيتُ، رأيَ، رأَتْ...) يُترجم ضمير فاعل:

I, he, she, it, you, we, they

و ضمير المفعول المستتر أو المتصل بفعل (مثل: أخبرني، أخبره، أخبرها...) يُترجم ضمير مفعول:

me, him, her, it, you, us, them

Example :

- دعاني صديقي كما دعاك لحضور حفل زفاف أخته وأخبرني أن أرافقك إلى هناك.
- My friend invited **me** as he invited **you** to his sister's wedding and told me to accompany **you** there.

Practice (15) :

علمني أبي أن أحب الآخرين وأساعدهم وقت الحاجة وأشكرهم إذا أحسنوا وأسامحهم إذا أخطأوا.

Translation vocabulary			
do well	يُخيسن	make a mistake	يُخطئ
duty	واجب		

١٢ إن - أن - أنْ

١. لا توجد ترجمة لـ (أنْ) إذا جاءت بعد صيغة يقابلها فعل ناقص مثل (**should – must ...**) في:

Example :

- يجب **أن** نرحم صغیرنا كما يجب أن نحترم كبيرنا.
- We should have mercy on our young and we should also respect our elders.

علينا أن نستفيد من تجارب الآخرين في الصناعة والتكنولوجيا، ولابد أن نمتلك مصادر القوة.

- We should benefit from the experiences of others in industry and technology, and it is necessary to have the sources of strength.

٢. غالباً تُترجم (أن) في الصيغة (فعل + أن + فعل مضارع) إلي:

→ ... verb + to + inf. ...

Example :

يحاول الإنسان الناجح أن يحقق طموحاته في الحياة بالتخطيط السليم والعمل الجاد واستغلال الوقت أحسن استغلال.

- A successful person **tries to achieve** their ambition in life by proper planning, hard work, and making the best use of time.

٣. تُترجم (إن) الشرطية إلي (if / whether) :

Example :

إن تأخذ وقتك وتفكر جيداً فستتخذ القرار السليم.

- **If** you take your time and think carefully, you will make/take the right decision.

٤. الحرف (إن) الخاص بالتوكيد لا يُترجم:

Example :

إن الحياة في معسكرات الشباب تعلمهم التعاون والاعتماد على النفس والتضحية في سبيل الآخرين.

- **Life in youth camps** teaches them co-operation, independence and sacrifice for the sake of others.

٥. الحرف (أن) الخاص بالتوكيد غالباً يُترجم إلى (that) ومن الممكن إسقاطه:

Example :

يُسعدني أن وطني أقوى وأغني الأوطان.

- I am happy **that** my country is the strongest and the richest of all countries.

Practice (16) :

هل تريد أن تحقق طموحاتك في الحياة؟ إذن فعليك أن تُخطط وتعمل بجد وتستغل وقتك.

.....

.....

إن تعمل كثيراً تحقق ما تريد، وإن تكتفي بأحلام اليقظة دون عمل فمن المؤكد أنك ستفشل.

.....

.....

Translation vocabulary			
basics	ثوابت	false freedom	الحرية الزائفة
be content with day dreams	تكتفي بأحلام اليقظة	make use of	تستغل
countries of the West	دول الغرب	persevere	يثابر
do not accept violating it/them	لا نقبل المساس بها	slogan	شعار

١٣ لقد

لا توجد ترجمة لكلمة (لقد) وتُترجم جملتها في زمن الماضي البسيط إذا كان هناك تعبير زمني يدل على الماضي، وتُترجم جملتها إلى زمن المضارع التام إذا لم يكن هناك تعبير زمني يدل على الماضي:

Example :

لقد زرت العديد من أماكن الجذب السياحي مثل الأهرامات والمتحف المصري العام الماضي.

- I **visited** several tourist attractions such as the Pyramids and the Egyptian Museum **last year**.

لقد زرت العديد من أماكن الجذب السياحي مثل الأهرامات والمتحف المصري.

- I **have visited** several tourist attractions such as the Pyramids and the Egyptian Museum.

Practice (17) :

لقد أقام المصريون القدماء حضارة عظيمة على ضفاف النيل منذ آلاف السنين.

Translation vocabulary			
bank	ضفة	Palestinians	الفلسطينيون
civilization	حضارة	peace	سلام
independent country	دولة مستقلة	setting up	إقامة
Jerusalem	القدس	supporter	داعم

١٤ قد

أ. كلمة (قد) لا توجد لها ترجمة، لكن استخدامها قبل الفعل المضارع غالباً يفيد الشك وتُترجم إلي:

→ **may / might / could + inf. ...**

Example :

قد يُساعد استخدام الطاقة النووية في حل مشكلة نقص الوقود الحفري مثل البترول والفحم والغاز الطبيعي.

- The use of nuclear energy **may help** solve the problem of shortage of fossil fuels such as oil, coal and natural gas.

٢. كلمة (قد) قبل الفعل الماضي تُفيد التوكيد وتُترجم إلى ماضي بسيط أو ماضي تام:

Example :

كان جدي يفخر دائماً بأنه قد كان أحد الجنود البواسل الذين عبروا قناة السويس في حرب أكتوبر.

- My grandfather was always proud that he was one of the brave soldiers who **crossed/had crossed** the Suez Canal in the October War.

٣. التعبير (كان + قد + فعل ماضي) يُترجم إلى ماضي تام غالباً:

Example :

كنت قد حللت المشكلة الخطيرة قبل أن يشعر بها أي فرد من أعضاء الفريق.

- I **had solved** the serious problem before any member of the team could feel it.

٤. التعبير (سيكون + قد + فعل ماضي) يُترجم إلى مستقبل تام غالباً:

Example :

سأكون قد حللت المشكلة الخطيرة قبل أن يشعر بها أي فرد من أعضاء الفريق.

- I **will have solved** the serious problem before any member of the team feels it.

Practice (18):

- قد تستطيع أن تفوز بالميدالية الذهبية، لكن من المؤكد أن المنافسة لن تكون سهلة.

.....

.....

Translation vocabulary		
competition	المنافسة	الشعوب

١٥ لي / عندي / لدى / امتلك

١. الصيغ الدالة على الملكية مثل (لي، له، لها ...) أو (عندي، عنده، عندها ...) أو (لدي، لديه، لديها ...) أو (أملك، يملك، تمتلك ...) تُترجم إلى:

→ I / You / We / They + have / have got ...

→ He / She / It + has / has got ...

Examples :

لدينا كعرب حضارة كبيرة علمت العالم كله، وعندنا أيضاً قيم ومبادئ راسخة نحترمها وينبغي أن يحترمها العالم بأسره.

- We, as Arabs, **have** a great civilization that taught the whole world. We also **have got** firm values and principles that we respect and the entire world should respect.

Practice (19) :

كل طالب لديه هدف تعليمي يسعى لتحقيقه، فما هو هدفك؟

.....

.....

Translation vocabulary

human wealth	ثروة بشرية	provided that	بشرط
make use of	يستغل	put it in the rank of	تضعها في مصاف

١٦ علَيَّ / عليه / عليها / علينا / عليك / عليكم / لابد / لا مفر

١. الصيغ الدالة على الضرورة أو الواجب أو الإلزام مثل (علَيَّ، عليه، عليها، علينا، عليك، عليكم...) أو (لابد، لا مفر...) تُترجم إلي:

→ **Subj. فاعل** + **have to, has to, must, should, ought to** + **inf. ...**

Examples :

- عليكم أن تبذلوا ما بوسعكم حتى تحققوا لأنفسكم ولوطنكم التقدم والرخاء في كل مجالات الحياة.
- You **should/must** do everything you can to achieve progress and prosperity for yourselves and your country in all aspects of life.
- لا مفر من العمل الجاد إذا كنا فعلاً نريد أن نحقق أحلامنا بمستقبل أفضل لنا ولأبنائنا.
- We **have to/must** work hard if we really want to achieve our dreams for a better future for ourselves and our children.

Practice (20) :

مَنْ لا يتوقف عن انتقاد الآخرين عليه أن يخبرنا بإنجازاته التي لا يُمكن انتقادها!

.....

 لابد أن تفكر جيداً قبل القيام بخطوة جديدة في حياتك حتى تتجنب الوقوع في الخطأ.

Translation vocabulary

criticise	ينتقد	taking a new step	القيام بخطوة جديدة
making mistakes	الوقوع في الخطأ	the person who never stops	مَنْ لا يتوقف
others	الآخرين		

١٧ مِنْ ال + صفة + ان

١. غالباً ما تُترجم هذه الصيغة إلي:

→ **It is** + **adj. صفة** + **to** + **inf. ...**

Examples :

- من الضروري أن نقضي على التلوث بكل أشكاله حتى نواجه التغير المناخي الذي يهدد وجودنا.
- **It is necessary to** eliminate all forms of pollution to face climate change that threatens our existence.
- إنه لمن العدل أن تأخذ حَقك فقط وأن تعطي الآخرين حقوقهم.
- **It is fair to** take only your rights and to give others theirs.

٢. وعندما يكون ضرورياً ذكر الفاعل في هذه الصيغة تكون هكذا:

→ **It is** + **adj. صفة** + **for** + **اسم أو ضمير مفعول** + **to** + **inf. ...**

Example :

من المهم بالنسبة للمريض أن يُجري الفحوصات اللازمة في أماكن موثوق بها.

- It is important for a patient to perform the necessary examinations in trustworthy places.

Practice (21) :

من السيء أن تجادل شخصاً لا يسمع إلا نفسه.

.....

إنه لمن السهل علي الجميع أن ينتقدون غيرهم، لكن من الصعب علي هؤلاء أن يقدمون البدائل.

.....

Translation vocabulary

alternatives	بدائل	argue with	تجادل
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١٨ يُعْتَبَر - يُعْتَبَر

١. تُترجم هذه الصيغة في المبني للمعلوم (يُعْتَبَر) إلي:

→ **Subj. فاعل** + **consider ...**

٢. تُترجم هذه الصيغة في المبني للمجهول (يُعْتَبَر) إلي:

→ **Obj.** + **am, is, are, was, were** + **considered** + **.....**

ويمكن الاكتفاء بـ (**am, is, are, was, were**) فقط كترجمة للفعل (يُعْتَبَر) في المبني للمجهول:

Examples :

- يعتبر المعلمون تطوير التعليم واجب قومي واستثمار في مستقبل الوطن.

- Teachers **consider** the development of education a national duty and an investment in the country's future.

- يُعْتَبَر تطوير التعليم واجب قومي واستثمار في مستقبل الوطن.

- The development of education **is considered** a national duty and an investment in the country's future.

= The development of education **is** a national duty and an investment in the country's future.

Practice (22) :

- يعتبر الناس أن التفكير في الماضي مضيعة للوقت فيما لا طائل منه، لذا فإنه من الأفضل أن نفكر بالمستقبل.

- يُعتبر التفكير في الماضي مضيعة للوقت فيما لا طائل منه، لذا فإنه من الأفضل أن نفكر بالمستقبل.

Translation vocabulary

a waste of time	مضيعة للوقت	in a useless way	فيما لا طائل منه
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١٩ كلما ... كلما

١. تُترجم هذه الصيغة بإحدى طريقتين هما:

The + صفة مقارنة + subj. + verb ... + the + صفة مقارنة + subj. + verb ...

OR

If + present simple + , + (... + will + inf.) / (present simple)

Examples :

- كلما زاد عدد الطلاب كلما زادت حاجتنا إلى المدارس والمدرسين.

- The more students there are, the more schools and teachers we need.

- If students increase in number, we need (will need) more schools and teachers.

- كلما قللت كمية الطعام الذي تتناوله كلما تحسنت صحتك.

- The less food you eat, the healthier you are.

- If you eat less food, your health improves (will improve).

Practice (23) :

- كلما ازداد استخدام الطاقة النظيفة كلما أصبحت البيئة أكثر نظافة.

- كلما تحسنت مهاراتك وقدراتك كلما أصبحت فرصتك في الحصول على وظيفة جيدة أكبر.

Translation vocabulary

abilities	قدرات	green energy	الطاقة النظيفة
chance	فرصة	cleaner	أكثر نظافة

وفيما يلي سنقدم لكم أهم الملاحظات التي تحتاجونها عند الترجمة من العربية للإنجليزية:

1 be : am, is, are - was, were - been

١. عندما يكون الفعل (be) فعلاً أساسياً فهو يُترجم إلى (يكون/ يوجد):

Example :

- Egypt **was**, still **is**, and **will** always **be** the land of peace and tolerance.

٢. لقد كانت مصر ولا زالت وستبقى دائماً أرض السلام والتسامح.

٣. في المضارع غالباً يتم حذف ترجمة الفعل (be) بمعنى (يكون/ يوجد) من الجملة العربية عند الترجمة:

Example :

- **Pollution is one** the most dangerous threats to man's existence on earth.

٤. إن التلوث أحد أخطر التهديدات لوجود الإنسان على الأرض.

٥. أحياناً تتم ترجمة الفعل (be) بضمير غائب مثل (هو، هي، هما، هم، هن):

Example :

- Egypt **is** the cradle of civilisation. The Egyptians **are** the people who taught the whole world the meaning of civilization.

٦. إن مصر هي مهد الحضارات، والمصريون هم الشعب الذي علم العالم معنى الحضارة.

٧. أحياناً تتم ترجمة الفعل (be) بمعنى آخر في اللغة العربية غير فعل (يكون/ يوجد) حسب السياق:

Example :

- Hard work which guarantees a better future **is** the cornerstone in our world today.

٨. يعتبر العمل الجاد والذي يضمن مستقبلاً أفضل حجر الزاوية في عالمنا اليوم.

- A knife **is** for cutting while a pen is for writing.

٩. تستخدم السكين للقطع بينما يُستخدم القلم للكتابة.

١٠. عند استخدام (be) كفعل مساعد لا يوجد لها معنى في الترجمة إلا في الماضي المستمر:

Example :

- The government **is working** on the distance-learning file to improve the quality of the learning process.

١١. تعمل الحكومة على ملف التعليم عن بعد لتحسين جودة العملية التعليمية.

- I **was checking** the report when suddenly the lights went out.

١٢. كنت أراجع التقرير عندما انقطعت الأنوار فجأة.

Practice (1) :

- Education **is not** an end in itself, but it is a means to an end.

- Your parents grant you true love and hope you **are** better than they **are**.

- While you **were** doing your best to pass your exams, your parents **were** exerting great efforts to provide you with everything needed.

Translation vocabulary

doing your best	تبذل قصارى جهدك	grant	يمنح
end	غاية	means	وسيلة
exerting great efforts	يبذل جهوداً عظيمة	provide	يوفر

2 only

١. الظرف (**only**) بمعنى (فقط) يُستخدم في الإنجليزية لتحديد معني ما يأتي بعده سواء جاء بعده اسم أو فعل أو ضمير أو ظرف آخر.
لاحظ الأمثلة التالية:

Examples :

- **Only Omar** visited me yesterday.
- Omar **only helped** me yesterday.
- Omar helped **only me** yesterday.
- Omar helped me **only yesterday**.

عُمر فقط هو من زارني بالأمس.

لم يقم عُمر بالأمس إلا بمساعدتي.

عُمر ساعدني أنا فقط بالأمس.

عُمر ساعدني بالأمس فقط.

٢. تُستخدم كلمة (**only**) كصفة بمعنى (الوحيد):

Example :

- Egypt is the **only** country in the Middle East whose population is more than one hundred million.

- إن مصر هي الدولة الوحيدة في الشرق الأوسط التي يتجاوز عدد سكانها ١٠٠ مليون نسمة.

General Exercises on Translation

* Choose the correct Arabic translation from a, b, c or d:

1. The World Cup is a professional football tournament held between national football teams. Organised by FIFA, the tournament is held every four years.

a. كأس العالم هي بطولة كرة قدم مهنية تُقام بين فرق كرة القدم الوطنية تنظمها الفيفا، وتقام البطولة كل أربع سنوات.
b. كأس العالم هي بطولة كرة قدم احترافية أقيمت بين فرق كرة القدم الوطنية ونظمتها الفيفا، وأقيمت البطولة كل أربع سنوات.
c. كأس العالم هي بطولة كرة قدم احترافية تُقام بين فرق كرة القدم الوطنية تنظمها الفيفا، وتقام البطولة كل أربع سنوات.
d. كأس العالم هي بطولة كرة قدم احترافية تُقام بين فرق كرة القدم الدولية تنظمها الفيفا، وتقام البطولة كل أربع سنوات.
٢. لقد أصبحت التكنولوجيا الرقمية تسيطر على كل أنشطتنا اليومية تقريبًا، فمن خلالها نحصل على رواتبنا ونشتري ما نريد ونشاهد الأفلام التعليمية ونبحث عن حلول لما يقابلنا من مشكلات.

- a. Digital technology now dominates almost all of our dairy activities. Through it, we get our salaries, buy what we want, watch educational films, and look for solutions to our problems.
b. Digital technology now dominates almost all of our daily activities. Through it, we get our salaries, buy that we want, watch educational films, and look after solutions to our problems.
c. Digital technology now dominates most all of our daily activities. Through it, we get our salaries, buy what we want, watch educational films, and look for solutions to our problems.
d. Digital technology now dominates almost all of our daily activities. Through it, we get our salaries, buy what we want, watch educational films, and look for solutions to our problems.



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